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ABSTRACT

The aim of the CIRF abstracts is to convey information about vocational training ideas, programs, experience, and experiments described in periodicals, books, and other publications and relating to operative personnel, supervisors, and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilization (manpower planning and organization, general and technical education, management development) insofar as they are related to and have implications for vocational training. (Author)

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Ideas drawn from current writing on vocational training and related fields for workers, supervisors, technicians and training staff

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Abstracts

1	Vocational training systems—general		
2	Economic, technical and social aspects		
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CIRF PUBLICATIONS, ILO, CH-1211 GENÈVE 22, SWITZERLAND

To our readers

February 1973

This is the first despatch of the twelfth volume of CIRF Abstracts. As in previous years, it consists of a binder, an introductory chapter, 30 abstracts filed according to the CIRF classification code and a list of the periodical publications from which the abstracted items have been drawn.

Unless advised to the contrary, all current subscriptions to CIRF Abstracts will be considered as renewable. An invoice for the 1973 subscription has been sent to you under separate cover. (Please note in this connection that publication of "Training for Progress", which was suspended in 1972 as an economy measure, has not been resumed.)

Attention is invited in particular to the following abstracts dealing with, in a national or an international context, the relationships between education, training, employment and economic development:

International	2/B 49623, 2/B 50209, 2/B 50764
Arab countries	2/B 49831
Australia	4/B 50896
Kenya	2/B 49072, 2/B 49288, 2/B 50756
Switzerland	2/B 50415
United States of America	3/B 50613

The Editor

CIRF Publications, International Labour Office, CH-1211 Genève 22, Switzerland

CIRF

Purpose and scope

The aim of the CIRF Abstracts is to convey information about vocational training ideas, programmes, experience and experiments described in periodicals, books and other publications and relating to operative personnel, supervisors and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilisation (manpower planning and organisation, general and technical education, management development) in so far as they are related to and have implications for vocational training.

Selection of published items

The abstracts constitute a selection among many thousands of articles, books, laws, decrees and other printed material on, or connected with, vocational training which are published each year throughout the world. No individual despatch can be universal in its coverage, but the abstracts making up a complete volume should, together, convey an over-all picture of developments taking place in all parts of the world in the above fields.

As a rule only material published within the previous six months is selected for abstracting. Exceptions to this six-month rule are made in the case of books and similar material which often require a longer period of time for acquisition and analysis.

In the selection of items relating to national institutions and systems of training, descriptions by "foreign observers" are normally excluded, except when truly international comparisons are reported upon or when the foreign examples are used as an illustration of what the author wishes to see achieved within the vocational training framework of his own country.

Information on non-published items

The ILO Central Library and Documentation Branch (CLD) receives annually several thousand periodicals and other documents from all over the world. The articles and other texts which are selected by CIRF Publications for abstracting represent only a small fraction of the year's intake.

Articles and other short texts which have been indexed by CLD are microfilmed; larger documents are kept in the CLD. Each indexed item is coded and put into the CLD computer system. From this pool of documentation, CIRF Publications, in collaboration with CLD and subject to certain internal rules and conditions, will prepare bibliographies and/or supply photocopies of the documents on request.[1]

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[1] Cf. THOMPSON, G.K., SCHIEBER, W.D., BARRETT, D.D., THOMAS, G.W.: ISIS — A short guide for librarians and documentalists, Genève, ILO Central Library and Documentation Branch, Nov. 1970, doc. LD/NOTES/50, 16 p. (mimeo.).

Contents

Each abstract normally relates to a single text. It comprises an analysis of the subject and of the contents of the document. In formulating the abstract, different analytical techniques are used as appropriate to the character and subject matter of the document. A description of the techniques employed was included in Volume 5. Copies may be had on request.

Subject and contents analyses

The subject analysis describes in concise, telegraphic form the nature of the document and the central "analytical area" it covers. The technique employed in the preparation of the subject analysis has been adapted from the methods developed in electronic data processing and retrieval systems.

The contents analysis is intended to convey the essential ideas, facts, opinions, conclusions and reservations contained in the original text. Details of an incidental nature and digressions from the main subject are not reported. Abstracts of publications treating several subjects are restricted to those parts of the text which deal directly with the aspects listed under "Purpose and scope" on p. I. When the scope of an abstract has been restricted to only part of the original text, an editor's note to this effect is given in the subject analysis or at the beginning or end of the contents analysis.

The contents analysis should therefore render a faithful account of the author's ideas and his selection and substantiation of fact, of the provisions of a law or statute or, in the case of textbooks and other teaching aids, a description of the contents and methods used. Obvious errors in the original text are corrected in the abstract if they relate to indisputable facts.

Statements of a political nature are not reported.

Responsibility for opinions expressed

CIRF Publications does not assume responsibility for opinions expressed in the texts. Should an abstract give rise to a misunderstanding of the facts contained in an article, book or other item reported on, steps will be taken as soon as possible to bring the error to the attention of the readers.

Terminology

Every effort is made to use standard terminology and in some cases CIRF terminology may differ from that used by the author. When it is considered necessary in order to obtain unequivocal understanding of the subject matter, specific terms are given first in translation and subsequently, in brackets immediately following the translation, in the language of the original document.

The principal terms used are to be found in a glossary on pages 6-15.

Classification system

The classification system consists of six items. Internationally recognised classification lists have been employed whenever practicable.

The reference number at the extreme left of an abstract is the consecutive order number used by CIRF and by the ILO Central Library and Documentation Branch for identifying individual documents. As the number of documents selected for indexing considerably exceeds the number of abstracts published, the reference numbers of the published abstracts are not consecutive. In the course of publication of Volume 4 of CIRF Abstracts, the CLD reference number system was changed, and a new series of numbers was started, prefaced by the letter B. Legislative texts are listed in a special series preceded by the letter L. (Abstracts relating to such texts and to collective agreements or assimilated documents are printed on yellow sheets.)

Characteristics descriptive of individual trainees are indicated in the second square, according to a list to be found on page 22.

The sectors of economic activity are classified in accordance with the International Standard Industrial Classification of All Economic Activities (New York, United Nations, 1968, Series M, No 4, Rev. 2). A list of the two-digit groups generally employed in the abstracts is found on page 16. Exceptionally, when the two-digit group is too broad a classification for practical purposes, a three-digit reference may be used.

ISCO refers to the International Standard Classification of Occupations (Genève, International Labour Office, 1968). A list of the two-digit groups is given on page 19. In the abstracts, the three-digit unit groups are those usually employed. Exceptionally, when the three-digit group is too broad a classification for practical purposes, a five-digit group may be used.

The CIRF classification refers to the headings listed on the cover page. It represents an adaptation of the major items in the Universal Decimal Classification (UDC). The UDC system, as it now exists, is considered inadequate for the classification of documents relating to vocational training and education.

The country classification includes the name of the country in English and the code figure given in the UDC system. If an abstract covers countries forming a natural or political group the classification refers to the group and is given without a UDC code figure (e.g. Developing countries, European Economic Community, etc.)

For a list of the UDC country classification codes see pages 17-18.

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The designations employed conform to ILO practice. Neither their use nor the acceptance for publication of material on a given country or territory implies the expression of any opinion whatsoever on the part of the International Labour Office concerning either the legal status of that country or territory or of its authorities, or the delimitation of its frontiers.

Cross references to other abstracts

In making cross references to other abstracts, the CIRF classification, the reference number and the volume, together with the country (if different from the country of the abstract in question), are indicated, e.g. "cf. abstract No. 3/B 21144, Vol. 7, Kenya".

Translation standards

Whenever practicable, CIRF terminology conforms to terminology already adopted by other international bodies.

Transliteration of non-Latin texts

Transliteration of cyrillic characters (Bulgarian, Russian, Serbo-Croat, Ukrainian) into Latin characters is done in accordance with the International System for the Transliteration of Slavic Cyrillic Characters established by the Technical Committee ISO/TC 46 and adopted by the Council of the International Organisation for Standardisation (ISO) in September 1968 (cf. ISO Recommendation R 9: International system for the transliteration of Slavic cyrillic characters, Genève, ISO, 1969: ISO/R 9 — 1968 (E), 8 p.). Transliteration of Greek characters is done according to the rules of the American Library Association.

Information on the methods to be employed in the transliteration of Arabic, Chinese, Japanese and other characters will be given as and when the need arises.

Geographical and other proper names

Geographical names are as a rule given in the language of the country concerned. If they differ considerably from the name commonly used in English, the English version is indicated in brackets when the name first occurs in the contents analysis.

The names of institutions and organisations, when first used in the contents analysis, are given in English translation and immediately followed by the title in the original language (together with the recognised abbreviation or initials). Thereafter, the recognised abbreviation, group of initials or a suitable short form is used throughout the text.

Conversion of currencies and measures

All measures are converted according to the metric system. In the English edition of CIRF Abstracts amounts in national currency are given (in round figures) in US dollars.

Further information on reported items

Readers who wish to procure the original text of reported items are advised to address their requests to a bookseller in their own country, or to the publisher indicated in the bibliographical reference or (when the item is an article published in a periodical) in the "List of periodical publications abstracted" which is included in each despatch.

Only in exceptional cases — for instance, when a reader cannot otherwise obtain a particular publication — will CIRF Publications undertake to act as intermediary.

Suggestions and comments

CIRF Publications will be grateful for any suggestions the readers of CIRF Abstracts may wish to make for improving the abstracts service. In particular, any help they may be able to give in the constant search for material on vocational training and related subjects — by drawing attention to new items, books, periodicals, etc. — will be greatly appreciated.

All correspondence should be addressed to:

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Publications CIRF, Bureau international du Travail, CH-1211 Genève 22, Suisse

The purpose, contents and methods of vocational training in the various countries — even within countries — differ to such an extent that it is difficult to establish a list of terms which are generally acceptable. The following glossary has been prepared to ensure a reasonable degree of uniformity in the terms used by CIRF Publications and to indicate the sense in which the more important and recurring terms are used in the abstracts. While the glossary is a practical measure of standardisation, designed to serve a specific purpose, it may help also towards the establishment of an international terminology.

1. Terms relating to employment

Employment Remunerative work, either for an employer or in self-employment.

> **Sheltered employment** — employment provided under special conditions (e.g. in a special workshop or at home) for handicapped persons who, because of the nature and severity of their disability, are either totally unable to carry out a job under ordinary competitive working conditions or able to do so only for a very short period at a time.

Occupation Any distinct type of manual or non-manual work which can provide a means of livelihood. Occupational titles are given in the terminology used in ISCO (see pages 19-21).

> **Trade, craft** — any industrial, craft or artisan occupation which is officially or traditionally recognised as requiring special qualifications which can be acquired only by several years of experience and of practical and theoretical instruction.

Worker This term is used in two senses. 1. It applies to any person who is employed in manual or non-manual work. It thus includes persons working at all levels and in all sectors of economic activity, such as salaried employees. 2. The term may also be used in a more restrictive sense to mean a person who does not exercise supervisory functions in his employment (see below under Levels of worker qualification).

> **Operative** — an industrial worker (in the sense given in definition (2) above) whose principal functions involve the manipulation of tools and machines or the assembly of parts. The term is used mostly for directly productive staff but sometimes includes inspection and maintenance staff in production departments.

Levels of worker qualification (definition 2)

The following distinctions may be made as regards levels of worker qualification:

> **unskilled worker** — a person who requires only a minimum (usually a few hours or a few days) of instruction on the job in order to perform his duties;
>
> **specialised (or semi-skilled) worker** — a person who has been trained to perform a limited number of skilled functions or operations but who has not the all-round technical skills and knowledge required for a recognised trade or other occupation;
>
> **skilled worker** — a person who has acquired the full qualifications required for performance of a recognised trade or other occupation. In some countries and in some occupations the terms "journeyman" (usually in the artisan trades sector), "craftsman" and "tradesman" are used synonymously.

Supervisor A person whose main tasks are the control and supervision of workers. His functions often include planning the work and giving instruction on the job.

Technician A person whose work requires knowledge and skill of a more practical character than those required of the qualified scientist, engineer or technologist on the one hand, and of a more theoretical character than those required of the skilled worker or craftsmen on the other. His education and training are likely to have taken him at least up to a level equivalent to the end of secondary education, in a general or a technical stream; he may have had post-secondary level training and hold a corresponding degree or diploma.

His functions are likely to include one or more of those listed below. These examples are based on practice in industry but parallels may be drawn in other sectors of economic activity.

> Detailed design and development, or the manufacture, erection or commissioning of equipment and structures; drawing, inspecting and testing equipment; use of complex measuring instruments; trouble-shooting and process control; customer service; work study; costing and estimating; assistance to qualified scientists (collection and evaluation of experimental observations, preparation of biological cultures or similar preparations in other fields, testing of product samples, chemical analysis, etc.).

"Junior" and "higher" technician levels may be distinguished, though a sharp line can rarely be drawn between them.

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Training staff (see below under Terms relating to training staff, p. 14)

2. General terms in education and training

Education

Activities which aim at providing knowledge and developing a sense of values and an understanding of principles applicable in all walks of life, rather than at imparting knowledge and skills relating to only a limited field of occupational activity. The purpose of education is understood as being to provide young persons and adults with the linguistic, numerical and other skills which are basic to communication and learning and to everyday life and to give them an understanding of the laws of science and nature and a knowledge of the society in which they live and the traditions and ideas which influence it. The term is sometimes used in a more restricted sense as covering only such of these activities which take place within the school system.

Vocational training

Activities which essentially aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or a function in any field of economic activity, including agriculture, industry, commerce, the hotel, catering and tourist industries, public and private services, etc.

Vocational education

Vocational training, as defined above, which is given entirely in a school or other educational institution, whether within the statutory school system or outside it.

Prevocational training
(or vocational preparation)

First introduction to work of a vocational character covering a range of occupational activities. Its purpose is to prepare young people for choosing an occupation or a line of training; to acquaint them with different materials, tools, machines, procedures and elementary theoretical knowledge relevant to a group of occupations, with working methods and with the standards expected at work; to give them basic knowledge about the contribution which they may be able to make to the economic and social development of their country. It may be given in schools of general education or in centres operating outside the educational system.

Rehabilitation training

Special initial training or retraining given to handicapped persons to prepare them for employment or, in the case of persons who have become handicapped after they have already been in the labour force, to reintegrate them into active working life.

Sheltered employment — see Terms relating to employment, p. 6.

Primary education
Secondary education
Higher education

Essentially, education is divided into three parts: primary (elementary), secondary and higher (including university) education. The dividing line between primary (elementary) and secondary education is based largely on the age level at which education ceases to be a common programme for all children. In some countries, however, the common programme is carried on into the early stages of secondary education.

The main difference between national educational systems is whether children move from a common programme into different educational streams (standard options in the choice of related subjects, e.g. science, classical, technical and other streams) at an early age, i.e. at age 10-11 after 4-6 years of schooling, or much later, i.e. at age 14-16.

In the latter cases the term common basic school is used in the abstracts for the span of 8-10 years of common educational programme.

The term secondary education as used in the abstracts is generally interpreted to mean the period of education between the commencement of educational streaming and entry into university or another institution of higher education or leaving school. Depending on the age at which the streaming takes place, it covers a period of 4-6 years (approximately ages 12 to 18).

The term can also include courses which, although taken after the normal secondary school leaving examination, are preparatory for competitive higher education entrance examinations, or designed to increase the range of subjects taken at secondary school level.

In countries where early streaming is the rule, the first 3-4 years of secondary education are often called junior secondary education. This period gives access to various streams of senior secondary education. It is accordingly distinct from both the terminal classes of primary education and the continued primary education which exist in some countries to enable children not going on to junior secondary education to complete their compulsory schooling.

The term higher education is used in the abstracts for the education at post-secondary level given in all educational institutions which are open to students who have successfully completed secondary school or reached an equivalent level, e.g. universities, institutes of technology and higher commercial colleges and other institutions which confer degrees or diplomas of a level substantially equivalent to university degrees.

Compulsory schooling

The legal minimum standards of attendance at school, where such standards exist.

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Technical education

Secondary education and higher education which are substantially theoretical and lead to qualification for work in industry as technician or engineer, or to qualification at corresponding levels in agriculture, forestry or commerce, etc.

Certificate
Diploma
Degree

The word certificate may be used in the abstracts in two ways: it may denote (1) a paper given as proof of completion of an examination-free course, stream of education or training programme, or (2) a paper given as proof of having passed an examination in education and/or training below university level. A diploma is usually given for studies at senior secondary level or at post-secondary level; it may be given by university-level institutions. The term degree is reserved for the academic title or rank conferred by a university or other establishment of equivalent status.

Exceptions are made with respect to texts relating to the United Kingdom and to other English-speaking countries. In these cases the abstract uses the terms officially accepted in these countries.

Examination

The term examination is used in the abstracts exclusively to denote a recognised intermediate or final examination.

3. Terms relating specifically to vocational training

(a) Terms relating to organisational aspects of training

Initial training

First complete course of training for an occupation. It is often divided into two parts: basic training followed by specialisation.

> Basic training — training aiming at imparting the fundamentals of an occupation or a group of related occupations with a view to qualifying for immediate employment or providing the basis for specialisation. Basic training may not always be recognised as a distinct phase of vocational training.
>
> Specialisation — training given to consolidate, deepen and broaden the skills and knowledge acquired during basic training, in order to bring the trainee's competence up to the level required in a specific occupation.

Further training

Training subsequent to initial training — a global term which may cover any or all of the forms of training defined below.

Upgrading

Supplementary training — training for supplementary skills and knowledge in order to increase the versatility and occupational mobility of a worker or to improve his standard of performance. It may, but will not necessarily, lead to promotion.

Updating — training to bring the skills and knowledge of a worker up to date with respect to new developments — new materials, tools, processes, etc. — in his occupation.

Refresher training — training to refresh skills and knowledge which may have been partly forgotten as a result of lengthy interruptions in occupational life (e.g. because of unemployment, military service or, in the case of women, voluntary relinquishment of employment for or during marriage).

Specialist training — training to deepen specialised knowledge of a particular task, function or aspect of a worker's occupation.

Retraining — training for the acquisition of the skills and knowledge required in an occupation other than the one for which the person was originally trained. This training is often given in the form of accelerated training (sometimes called "analytical training") which is characterised by special selection of the trainees and by a building up of the programme on the skills and knowledge the workers already possess.

Training within an undertaking — Any vocational training that is provided on the premises of an undertaking, whether given on the job or in a training workshop, training office, training bay, etc. In the case of industries, the term in-plant training is often used.

Training workshop
Training bay — area within an undertaking reserved for providing practical training and specially staffed and equipped for this purpose. Corresponding terms, such as training office, training plot, training kitchen are used with respect to the sectors of economic activity concerned.

On-the-job training — training arranged at an ordinary workplace and using actual jobs of commercial value for instruction and practice purposes.

Apprenticeship — A period of long-term training substantially carried out within an undertaking and regulated by a verbal or written contract which imposes mutual obligations on two parties: the trainee and, normally, an employer who has assumed responsibility for giving the trainee initial training for a trade or other occupation.

An apprenticeship may vary in character from, on the one hand, an officially regulated system (with detailed standards laid down regarding the skills to be taught, the duration of the training and its organisation, and the tests and examinations to be taken) to, on the other hand, something much more loosely regulated, depending purely or largely on customary practices in the occupation for which the training is being given.

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Vocational school
Training centre
Technical school
Technical secondary school
Technical college

Vocational and technical schools and technical colleges often cater for several levels of training. Wherever possible the term used in the abstracts indicates the primary or predominant training objectives of the institution concerned, in accordance with the definitions which follow.

> **Vocational school**
> **Training centre** — an institution which provides courses, mainly up to and including skilled worker level, of combined practical training and related theoretical instruction (see p. 13 or of related instruction only. Such courses may be given full-time or part-time (see p. 13).
>
> **Technical school**
> **Technical secondary school**
> **Technical college** - an institution which provides a predominantly theoretical training, normally of a level required for work as a technician.

Sandwich training A form of training consisting of alternating periods of training in a school and within an undertaking. It may be school-based or undertaking-based. The periods, which are often but not necessarily of equal length, may vary in duration from several weeks to several months or longer.

Group training A scheme in which several undertakings associate for the purpose of carrying out jointly a number of training functions which individually they would be unable or less well equipped to undertake (e.g. providing basic training or related instruction; ensuring that trainees such as apprentices acquire the necessary experience by means of rotation among the undertakings; employing a full-time instructor or training officer to supervise, organise and plan training).

Mobile training Training by groups of teachers and/or instructors, or by a single teacher or instructor, who are specifically equipped to "take training to the trainees". The equipment may consist of a van, railway carriage or vessel used as a mobile training centre or of simple mobile equipment which can be installed temporarily in training centres or schools or in undertakings in the area in which training is to be given.

A mobile training unit may consist also of a group of teachers and/or instructors who spend periods of varying duration in specially selected factories or other types of undertaking (e.g farms, hotels, catering establishments, offices) for the purpose of giving upgrading or other training courses to staff at various levels.

Full-time training	Training which takes place during normal working hours and for five (or six) days a week.
Part-time training	Training which occupies only part of the work week or work year, or is run entirely outside normal working hours (e.g. evening classes and correspondence courses).

Attendance at part-time courses may be arranged through a system of release from work for a number of hours each week (day release) or for a number of weeks each year (block release).

(b) Terms relating to pedagogical/instructional aspects of training

Occupational description	Term used to denote a recognised list of the functions and tasks making up a particular occupation and used as a basis for the organisation of training.
Syllabus Curriculum	Terms (often used synonymously) denoting an outline of the practical training and related instruction required for the acquisition of a specific level of skill and knowledge in a particular occupation. It may indicate the time to be devoted to each part of the training and the order in which the items are to be learnt.
Practical training Workshop practice	Instruction and practice in the functions and tasks of an occupation including, where appropriate, instruction and practice in the use of machines, tools and equipment and in occupational procedures and routines. In the case of practical training for industry, crafts or artisan trades the term "workshop practice" is often used synonymously.

Instruction sheet — a list of the items or elements to be taught in an operation which forms part of practical training.

Related instruction	The teaching of science, technology, mathematics and other theoretical subjects which will help accelerate the assimilation of vocational skill and adaptation to the work environment. Related instruction often includes additional general education as well.

Lesson plan — a detailed breakdown of the items to be dealt with in related instruction for a particular subject.

Practice period	A period which students of technical subjects, and other trainees are required to spend in workplaces, in field work or elsewhere in order, by direct participation in the work, to learn about conditions of work in the occupation, or to see and experience for themselves how specific operations are carried out, etc.

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Trade examination An examination either of the knowledge or of both the knowledge and the skills acquired by trainees. Trade examinations may be intermediate or final.

Skill test Test to check possession of the skill and knowledge required for practising a particular occupation or filling a particular job.

Tele-education Instruction given by a school, centre or other institution by such means as radio, television or correspondence courses to students or trainees at some distance from the institution. The courses may be taken individually or through group study followed by guided discussion. Tele-education may be combined with other forms of instruction such as regular guided sessions of theoretical and/or practical instruction. It may or may not prepare students for officially recognised qualifications.

Programmed instruction A learning situation in which a student works alone at his own pace on the basis of previously constructed lessons (on tape, film or in print) which lead him step by step through a specified set of responses arranged in such a way as to ensure the best learning result. The following terms used in texts dealing with different aspects of programmed instruction are valid irrespective of the form in which the programme is presented — book, teaching machine, taped instruction, etc.

> **Branching programme** — a programme which offers alternative lines of instruction depending on the student's or trainee's initial response.
>
> **Linear programme** — a programme which offers only one line of instruction, irrespective of the student's or trainee's response to the initial question.
>
> **Extrinsic programming** — Terms referring to the different systems
> **Intrinsic programming** of organising the material to be learnt. Extrinsic programming leads to a linear programme; intrinsic programming leads to a branching programme.
>
> **Frame** — A single item or statement presented individually in the programme.

(c) Terms relating to training staff

Training officer, training director Person employed by an undertaking (or a group of undertakings) with the main functions of supervising, organising and/or planning training carried out within the undertaking(s) as well as arrangements made for training given outside for the staff of the undertaking(s). Depending on the size of the undertaking or group of undertakings and the volume of training activity, the training officer or training director may be concerned with training for all levels of staff or for one or two levels only. He may give some or all of the courses himself and may supervise the work of specialised instructors and other training staff, as well as train them.

Technical teacher
Vocational teacher
Instructor

It is frequently difficult to distinguish between these categories as there is often an overlap between their functions. The terms are used in the abstracts, wherever possible, in the sense that teachers are primarily, but not necessarily exclusively, responsible for theoretical instruction and instructors primarily, but not necessarily exclusively, responsible for practical training.

> Technical teacher
> Vocational teacher — a person responsible for giving related instruction or combined related instruction and, especially in the case of the vocational teacher, some practical training.
>
> Instructor — a person responsible for giving practical training and, in many cases, the theory required for the particular skill being taught.

Itinerant consultant

A person whose functions include the provision of both further training and advice on the improvement of work methods. An example is a personnel consultant or an extension worker who visits the workplaces in an area and combines advice on methods improvement with assistance in the training of the workforce concerned.

4. Terms relating to vocational orientation and guidance

General vocational orientation

Orientation provided mostly for young people approaching school-leaving age, in order to give them a general understanding of the employment market and its job and career opportunities.

Practical vocational orientation

Short periods of practice and/or observation arranged in several workplaces and for several occupations. The object is to give persons who have not had work experience an idea of the nature and conditions of work in the occupation(s) in question so as to ensure that they will have a realistic approach to occupational choice.

Vocational guidance

The process of assessing a person's physical and mental abilities and aptitudes and his personal preferences and confronting them with the requirements of a range of occupations with a view to determining the line of education, training or employment for which he might be particularly suited. The term "counselling" is often used when speaking of vocational guidance for adults.

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International standard industrial classification of all economic activities — List of divisions and major groups

1.	Agriculture, hunting, forestry and fishing
11	Agriculture and hunting
12	Forestry and logging
13	Fishing
2.	Mining and quarrying
21	Coal mining
22	Crude petroleum and natural gas production
23	Metal ore mining
29	Other mining
3.	Manufacturing
31	Food, beverages and tobacco
32	Textile, wearing apparel and leather industries
33	Wood and wood products, including furniture
34	Paper and paper products, printing and publishing
35	Chemicals and chemical, petroleum, coal, rubber and plastic products
36	Non-metallic mineral products, except products of petroleum and coal
37	Basic metal industries
38	Fabricated metal products, machinery and equipment
39	Other manufacturing industries
4.	Electricity, gas and water
41	Electricity, gas and steam
42	Water works and supply
5.	Construction
6.	Wholesale and retail trade and restaurants and hotels
61	Wholesale trade
62	Retail trade
63	Restaurants and hotels
7.	Transport, storage and communication
71	Transport and storage
72	Communication
8.	Financing, insurance, real estate and business services
81	Financial institutions
82	Insurance
83	Real estate and business services
9.	Community, social and personal services
91	Public administration and defence
92	Sanitary and similar services
93	Social and related community services
931	Education services
94	Recreational and cultural services
95	Personal and household services
96	International and other extra-territorial bodies
0.	Activities not adequately defined

Source: International standard industrial classification of all economic activities. New York, United Nations, 1968, Series M, No. 4, Rev. 2

Afghanistan	581
Albania	496.5
Algeria	65
Arab Rep. of Egypt	620.1
Argentina	82
Australia	94
Austria	436
Bangladesh	549.31
Belgium	493
Bermuda	729.9
Bolivia	84
Botswana	687.85
Brazil	81
Bulgaria	497.2
Burma	591
Burundi	675.570.2
Byelorussia SSR	476
Cameroon	671.1
Canada	71
Central African Rep.	674
Chad	674.3
Chile	83
China (People's Rep. of)	51
Columbia	86
Congo (Republic of [also known as: Congo (Brazzaville)	672.4
Costa Rica	728.6
Cuba	729.1
Cyprus	564.3
Czechoslovakia	437
Dahomey	668.5
Denmark	489
Dominican Rep.	729.3
Ecuador	866
El Salvador	728.4
Ethiopia	63
Fiji	961.1
Finland	471
France	44
Gabon	672.1
Gambia	665.1
German Dem. Rep.	430 3
Germany (Fed. Rep. of)	430.2
Ghana	667
Gilbert and Ellis Islands	968
Greece	495
Guatemala	728.1
Guinea	665.8
Haiti	729.4
Honduras	728.3
Hungary	439
Iceland	491
India	54
Indonesia	915
Iran	55
Iraq	567
Ireland (Rep. of)	417
Israel	569.41
Italy	45
Ivory Coast	666.8
Jamaica	729.2
Japan	52
Jordan	569.5
Kenya	676
Khmer Rep.	596.1
Korea (Dem. People's Rep. of)	519.2
Korea (Rep. of)	519.1
Kuwait	531.1
Laos	598.2
Lebanon	569.34
Lesotho	686.1
Liberia	666
Libyan Arab Rep.	619
Luxembourg	435.9
Malagasy Rep.	691
Malawi	689.8
Malaysia	595.01
Mali	662.01
Malta	458.2
Mauritania	661.2
Mauritius	698.2
Mexico	72
Mongolian People's Rep.	517.3
Morocco	64
Nepal	542.5
Netherlands	492
New Caledonia	932
New Zealand	931
Nicaragua	728.5
Niger	662.6
Nigeria	669
Norway	481

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Pakistan	549
Panama	862
Papua New Guinea	95
Paraguay	892
Peru	85
Philippines	914
Poland	438
Portugal	469
Puerto Rica	729.5
Qatar	535.1
Rumania	498
Rwanda	675.570.1
Saudi Arabia	531
Senegal	663
Sierra Leone	664
Singapore	595.13
Somali (Rep. of)	677.01
South Africa	68
Spain	46
Sri Lanka	548.7
Sudan (Rep. of)	624
Swaziland	683.4
Sweden	485
Switzerland	494
Syrian Arab Rep.	569.1
Tanzania (United Rep. of)	678.2
Thailand	593
Togo (Rep. of)	668.13
Trinidad and Tobago	729.87
Tunisia	611
Turkey	496
Uganda	676.1
Ukrainian SSR	477
Union of Soviet Socialist Republics	47
United Arab Emirates	536.6
United Kingdom of Great Britain and Northern Ireland	42
United States of America	73
Upper Volta	662.5
Uruguay	899
Venezuela	87
Viet-Nam (Dem. Rep. of)	599.2
Viet-Nam (Rep. of)	599.1
Virgin Islands	729.7
Yemen Arab Republic	533.2
Yemen (People's Dem. Rep.)	533.1
Yugoslavia	497.1
Zaire	675
Zambia	689.41

Major group 0/1:	Professional, technical and related workers
0-1	Physical scientists and related technicians
0-2/0-3	Architects, engineers and related technicians
0-4	Aircraft and ships' officers
0-5	Life scientists and related technicians
0-6/0-7	Medical, dental, veterinary and related workers
0-8	Statisticians, mathematicians, systems analysts and related technicians
0-9	Economists
1-1	Accountants
1-2	Jurists
1-3	Teachers
1-4	Workers in religion
1-5	Authors, journalists and related writers
1-6	Sculptors, painters, photographers and related creative artists
1-7	Composers and performing artists
1-8	Athletes, sportsmen and related workers
1-9	Professional, technical and related workers NEC*

Major group 2:	Administrative and managerial workers
2-0	Legislative officials and government administrators
2-1	Managers

Major group 3:	Clerical and related workers
3-0	Clerical supervisors
3-1	Government executive officials
3-2	Stenographers, typists and card- and tape-punching machine operators
3-3	Book-keepers, cashiers and related workers
3-4	Computing machine operators
3-5	Transport and communications supervisors
3-6	Transport conductors
3-7	Mail distribution clerks
3-8	Telephone and telegraph operators
3-9	Clerical and related workers NEC

Major group 4:	Sales workers
4-0	Managers (wholesale and retail trade)
4-1	Working proprietors (wholesale and retail trade)
4-2	Sales supervisors and buyers

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*NEC = not elsewhere classified

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4-3	Technical salesmen, commercial travellers and manufacturers' agents
4-4	Insurance, real estate, securities and business services salesmen and auctioneers
4-5	Salesmen, shop assistants and related workers
4-9	Sales workers NEC
Major group 5:	Service workers
5-0	Managers (catering and lodging services)
5-1	Working proprietors (catering and lodging services)
5-2	Housekeeping and related service supervisors
5-3	Cooks, waiters, bartenders, and related workers
5-4	Maids and related housekeeping service workers NEC
5-5	Building caretakers, char-workers, cleaners and related workers
5-6	Launderers, dry-cleaners and pressers
5-7	Hairdressers, barbers, beauticians and related workers
5-8	Protective service workers
5-9	Service workers NEC
Major group 6:	Agricultural animal husbandry and forestry workers, fishermen and hunters
6-0	Farm managers and supervisors
6-1	Farmers
6-2	Agricultural and animal husbandry workers
6-3	Forestry workers
6-4	Fishermen, hunters and related workers
Major group 7/8/9:	Production and related workers, transport equipment operators and labourers
7-0	Production supervisors and general foremen
7-1	Miners, quarrymen, well drillers and related workers
7-2	Metal processers
7-3	Wood preparation workers and paper makers
7-4	Chemical processers and related workers
7-5	Spinners, weavers, knitters, dyers and related workers
7-6	Tanners, fellmongers and pelt dressers
7-7	Food and beverage processers
7-8	Tobacco preparers and tobacco product makers

7-9	Tailors, dressmakers, sewers, upholsterers and related workers
8-0	Shoemakers and leather goods makers
8-1	Cabinetmakers and related woodworkers
8-2	Stone cutters and carvers
8-3	Blacksmiths, toolmakers and machine tool operators
8-4	Machinery fitters, machine assemblers and precision instrument makers (except electrical)
8-5	Electrical fitters and related electrical and electronics workers
8-6	Broadcasting station and sound-equipment operators and cinema projectionists
8-7	Plumbers, welders, sheet-metal and structural metal preparers and erectors
8-8	Jewellery and precious metal workers
8-9	Glass formers, potters and related workers
9-0	Rubber and plastics product makers
9-1	Paper and paperboard products makers
9-2	Printers and related workers
9-3	Painters
9-4	Production and related workers NEC
9-5	Bricklayers, carpenters and other construction workers
9-6	Stationary engine and related equipment operators
9-7	Material handling and related equipment operators, dockers and freight handlers
9-8	Transport equipment operators
9-9	Labourers NEC
Major group X:	Workers not classifiable by occupation
X-1	New workers seeking employment
X-2	Workers reporting occupations unidentifiable or inadequately described
X-3	Workers not reporting any occupation
Armed forces:	Members of the armed forces

Young

Adult

Older

Man

Woman

Migrant

Handicapped
(an individual whose prospects of securing and retaining suitable employment are substantially reduced as a result of physical or mental impairment or social disability)

In referring to this abstract please quote N° L 223	Trainee	Sector	ISCO	CIRF	Country Fiji
	–	–	–	1	961.1

Author: –

Title: Fiji National Training Council Act, 1973

Bibliographical references: Suva, Government Press, Act No. 10 of 1973, 14 p.

Translation

Subject analysis

Act to establish the Fiji National Training Council: composition and functions; financing; institution of a training levy; apprenticeship; inspection; appeals tribunal.

Contents analysis

The Fiji National Training Council has been set up to promote vocational training activities. The Council shall consist of: a chairman, who shall be the Minister responsible for labour matters; 3 vice-chairmen (2 representing employers and workers respectively and one who shall be the Permanent Secretary responsible for labour questions); not more than 12 members with equal representation from the employers and workers; not more than 4 members who, in the opinion of the Minister can contribute to the work of the Council; not more than 4 members, representing such ministries as the Minister shall consider appropriate. Members shall be appointed by the Minister and hold office for a period not exceeding 3 years. The Council may establish committees of experts to act in an advisory capacity.

The Council shall be empowered to provide or secure the provision of appropriate training courses, including apprenticeships, for preparing persons for employment. The Council may also arrange for the employment of persons who are under training or who have satisfactorily completed their training.

In addition the Council shall: give advice on and disseminate information about training; provide a consultative service to employers and other persons; provide financial assistance both to persons undergoing approved training courses and to persons providing the courses or other approved facilities; assist persons in finding appropriate training facilities; make recommendations on any matter relating to training; award certificates upon the satisfactory completion of training; make provision for the registration of such training courses or facilities as it shall direct and for the approval of such courses or facilities.

The Council shall appoint, subject to the approval of the Minister, a Director of the Council. The Director shall be responsible to the Council which may delegate to him any of its functions as it may deem desirable.

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The Council may require an employer to provide such returns and other information as it may consider necessary for the purposes of this Act. An employer failing to provide the required information is liable to penal sanctions. Authorised officers shall be appointed by the Council for seeing that the terms of this Act are observed. An authorised officer shall have access to all premises in order to verify that the training regulations laid down by this Act are being complied with.

To raise money to meet expenses incurred in carrying out its functions, the Council shall, from time to time and in accordance with an order issued by the Minister on the recommendation of the Council, impose a levy on employers in industry. The Minister may, subject to certain provisions make grants or loans out of public funds to the Council. The Council may also borrow money with the approval of the Minister in consultation with the Minister responsible for finance. The Council shall submit each year to the Minister a report on its activities and a statement of accounts, duly audited. Each report shall be submitted to Parliament.

The Minister may, after consultation with the Council, from time to time make training Orders in relation to regulating the employment, training and minimum remuneration of apprentices and other persons in any designated trade or occupation, and may make regulations relating to prescribed forms, fees or any other matters which are required to effectively carry out the objectives of this Act. He may also make differential regulations in respect of apprentices, employers, employees and occupational categories.

There shall be an appeals tribunal to be called the National Training Appeals Tribunal. It shall consist of a chairman and 2 other members representing employers and employees respectively. The decision of the Appeals Tribunal shall be final.

This Act repeals the Industrial Training Ordinance No. 39 of 1965 and shall come into force on a date appointed by the Minister.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 218	-	-	-	1	Zambia 689.41

Author: -

Title: The Technical Education and Vocational Training Act, 1972

Bibliographical references: Republic of Zambia Gazette (Supplement), Lusaka, No. 30, 1972: Act No. 37 of 1972, p. 227-244.

Translation

Subject analysis

Act to repeal the Technical Education and Vocational Training Act of 1970: functions and powers of the Minister; creation of the National Council for Technical Education and Vocational Training; registration of private institutions; inspection; general provisions; regulations; transitional provisions.

Contents analysis

This Act repeals the Technical Education and Vocational Training Act, 1970 [cf. abstract No. 1/L 116, Vol. 10], together with all statutory instruments made or enforced thereunder and shall come into force on a date appointed by the Minister [of State for Technical Education and Vocational Training]. Under this Act, the Minister has sole responsibility to promote and provide technical education and vocational training.

Functions and powers of the Minister

The Commission for Technical Education and Vocational Training shall be converted into a department of the Ministry responsible for Education.

The functions and powers of the Commission for Technical Education and Vocational Training shall be transferred to the Minister who shall be empowered, inter alia:

- to establish and maintain the institutions necessary for the purposes of providing technical education and vocational training, as well as hostels for persons receiving education and training at such institutions;
- to enter into arrangements with employers for, and make available to them facilities in relation to, the education and training at any institutions of persons already in employment;
- to establish standards for, and set, administer or approve examinations for persons attending courses at, or otherwise receiving instruction from such institutions, and to issue relevant certificates and diplomas;
- to pay allowances or award grants to persons receiving instruction at such an institution;
- to designate for any occupation, skill, technology or trade for training purposes and establish standards for them.

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National Council for Technical Education and Vocational Training

The Council replaces the Technical Education and Vocational Training Advisory Board and has been given the functions held by the Advisory Board. It shall be the duty of the Council to advise the Minister from time to time upon all matters concerning technical education and vocational training.

Members shall be appointed by the Minister who shall also appoint a member of the Council to be chairman.

The Council may appoint special committees for specific aspects of technical education and vocational training with the consent of the Minister. The Minister may make regulations providing for the composition of the Council, the period for which members may hold office, the holding of meetings and procedures for such meetings, etc.

Other provisions

All private technical education and vocational training institutions must be officially registered and inspected regularly to ensure that their location premises, financing, syllabi and instruction conform to standards approved by the Minister. Inspectors shall be appointed by the Minister for seeing that the terms of this Act are observed. Every hostel established and maintained for persons attending an educational institution shall also be inspected at appropriate intervals. The inspectors shall, at any reasonable time, have access to the institutions or hostels and the responsible staff of such places shall give all pertinent information requested by the inspectors. Institutions not complying with the required standards shall have their registrations revoked. The Minister's decision shall be final.

No person shall be refused admission to any technical education or vocational training institution on grounds of race, tribe, sex, place of origin, colour or creed.

The Minister may, by directions in writing, prohibit the use in any institution of any book or material for any reason which he may think fit.

The Minister may make regulations concerning the application of this Act and in particular with relation to provisions regarding health, enrolment, curriculum, fees, allowances and grants, registration, trade descriptions, examinations.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 215	-	-	-	1	Malawi 689.8

Author: -

Title: Industrial Training Act, 1972

Bibliographical references: The Malawi Gazette Acts Supplement, No. 3C, Zomba, 15 Dec. 1972: Act No. 20 of 1972, 10 p.

Translation

Subject analysis

Act establishing an Industrial Training Fund: aim of the fund; institution of a levy/grant system; financial regulations concerning the fund; inspection; exemptions; apprenticeship grants; other regulations.

Contents analysis

Act No. 20 of 1972 establishing an Industrial Training Fund to promote and encourage the acquisition of skills in industry was assented to on 9 December 1972.

For the purposes of this Act the term "skilled workmen" does not include apprentices.

The total amount payable into the Fund by the way of contributions, in respect of any prescribed trade category, for any current period of 6 months, shall be an amount equal to the sum of:

(a) the total expenditure by the Government during the immediately preceding period of 6 months on wages and administrative costs related to training;

(b) one-half of the total expenditure by the Government during the immediately preceding period of 6 months on educational costs and allowances for prevocational training;

(c) the total expenditure by any employer or self-employed person during the immediately preceding period of 6 months on wages paid to apprentices.

The Fund shall be financed from funds voted from time to time by Parliament, by the Government acting in the role of employer, by gifts, and by a levy on employers and self-employed persons who shall contribute on a 6-monthly basis into the Fund.

The amount of the levy payable into the Fund for any current period of 6 months, in respect of any prescribed trade category, by each employer (or self-employed person) shall be calculated as follows:

- for the previous 6-months period, the sum of (a), (b) and (c) divided by the total number of man-months worked by all skilled workers in the prescribed trade during the previous 6 months multiplied by the

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total man-months worked by all skilled workers employed by such an employer (or worked by such a self-employed person) in any such trade during the preceding period of 6 months.

Employers or self-employed persons shall be entitled to repayment from the Fund of any wages (calculated at the prescribed minimum rates of pay) paid out under a contract of apprenticeship in a prescribed trade after the expiry of the 6-month period in which the wages were paid.

The Act requires employers to keep records of all skilled workers (workmen in prescribed trades currently in their employment and provide such returns and other information as the Minister may consider necessary for the purposes of the Act. Supervision of this provision shall be carried out by inspectors who shall have access to all premises or places of work in order to verify that accurate returns are submitted. An employer failing to provide the required information is liable to penal sanctions.

The Fund shall be administered in accordance with regulations issued by the Minister, after consultation with the Minister of Finance. The Minister may make regulations concerning the application of this Act and in particular with relation to provisions regarding administrative procedures, trade descriptions, minimum hourly rates of remuneration for skilled workers, penalties for breach of the regulations.

The Act will come into force on the date appointed by the Minister.

[The full text of the Act is to be published in the ILO Legislative Series. Ed.]

In referring to this abstract please quote N° L 214	Trainee	Sector	ISCO	CIRF	Country USSR
	-	-	-	1	47

Author:
Title:
Bibliographical references:

Zakon Sojuza Sovetskih Socialističeskih Respublik ob utverzdenii zakonodatel'stva Sojuza SSR i sojuznyh respublik o narodnom obrazovanii
Učitel'skaja Gazeta, Moskva, No. 88, 21 July, 1973, p. 1-3.

Translation

Act to ratify the draft legislative framework for the national education system of the Union of Soviet Socialist Republics and of the constituent republics

Subject analysis

Act to codify legislative texts governing the national education system: right to education; pre-school education; common basic school; vocational school; general, vocational and technical education at secondary level and above; responsible bodies; teaching staff; financing. [This abstract does not deal with pre-school education or with higher education.]

Contents analysis

The Supreme Soviet has coded all the legislation of the USSR and the republics of the Union relating to the national education system to constitute a basic law which will come into effect on 1 January 1974, date set for revoking the basic law of 24 December 1958 concerning the reinforcement of the links between school and active working life and the development of education in the USSR.

Every citizen has the right to education. This right is ensured through an 8-year period of compulsory schooling at a common basic school, by making general secondary education progressively more widespread and accessible to all, through making all types of education free, and through measures to ensure that the various peoples of the USSR can pursue their education in their mother tongue. Foreigners and stateless persons living in the USSR have the same right to education. Continued education and training is assured through a flexible and well co-ordinated system comprising many different educational streams and study facilities.

There are three types of secondary education: general secondary; vocational secondary, which provides both vocational training and a general syllabus of secondary education level; specialised secondary.

The 8th year of general education (the final year of common basic school) is to be a purely transitional class leading to the 9th and 10th years of schooling (the 2 years constituting general secondary education). All general education schools shall provide training for work based on a polytechnical curriculum. General secondary schools shall organise optional courses intended to foster the aptitudes and assist in the occupational guidance of the pupils. Those general education schools which have appropriate facilities may organise production training leading to a vocational certificate.

Full-time vocational schools shall constitute the main means of providing vocational training for young people. Further training for adult workers (including

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their retraining) is to be organised through part-time vocational schools and courses. The vocational schools shall co-operate closely with their collaborating undertakings according to standards approved by the Council of Ministers.

Over-all responsibility for the national education system rests with the competent authorities and governmental bodies of the USSR and the republics of the Union, and with the councils of workers' deputies and their executives. The ministries and assimilated departments of the various republics must apply a common policy for which the co-ordinating body shall be the education directorate of the central government of the USSR.

Technical colleges and specialised secondary education establishments shall come under the Ministry for Specialised Secondary and Higher Education. Such establishments shall provide (1) full-time education and (2) part-time courses for persons already employed in the sector concerned. Production training organised for pupils at technical colleges shall lead to qualification as a skilled worker. Persons who have completed their training in a vocational school or a specialised secondary education establishment shall be assured employment in the occupation they have learnt.

Workers undertaking part-time studies shall be granted additional holidays, a reduction in their hours of work and other privileges by their undertaking.

The initial training of teaching staff is provided in institutions of higher education (universities, pedagogical institutes or specialised secondary education establishments). Further training for teaching staff is provided in institutions of higher education, institutes of advanced pedagogics, research institutes or in undertakings using advanced technologies. School principals and assimilated staff shall be expected to have had training of university level and experience of teaching.

The educational system is financed from public funds as determined in the national and State budget and economic plans.

In referring to this abstract please quote Nº B 53454	Trainee	Sector	ISCO	CIRF	Country USSR
	-	-	-	1	47

Author: VORONOV, O.

Title: Paid educational leave in the USSR

Bibliographical references: International Labour Review, Genève, Vol. 107, No. 6, June 1973, p. 529-538.

Translation

Subject analysis

Article on the provisions governing paid educational leave: general provisions relating to part-time correspondence and evening courses in vocational and general secondary schools; special provisions for other categories of education; financing.

Contents analysis

In the USSR all collective agreements contain a clause enabling workers to combine work and study, in accordance with established procedures.

Paid educational leave does not affect the employment, seniority, pension and other rights of workers. While on educational leave workers continue to receive either their average remuneration (subject to a maximum amount which is laid down), or 50% of their average remuneration and in no case less than the fixed minimum remuneration rate, depending on the type of course followed. For certain types of training (e.g. practical work) special allowances replace regular remuneration.

General provisions

1. Workers attending courses (evening or correspondence) organised by general secondary education establishments are entitled to so many days paid educational leave: 8 or 20 working days to take the 8th year or 11th year examinations respectively; 4 to 6 days to prepare for annual examinations during the 5th to 10th school years; for those following 8th to 11th years of secondary education a reduction throughout the school year of 1 day per week, or an equivalent reduction in daily hours of work.

2. Workers attending similar courses organised by schools providing general secondary education for agricultural workers (rural youth schools) are entitled to 2 days leave a week or to an equivalent reduction in their daily hours of work. The maximum leave allowance however, must not exceed 36 working days or the equivalent number of hours per school year.

3. Workers attending evening or correspondence courses organised by vocational and technical secondary training establishments are entitled to 30 working days paid leave in the course of one year to prepare and sit for their examinations. In addition, they have the right to one free day

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per week, or an equivalent number of hours, during the last 10 months before doing their final certificate examination.

4. Those attending evening classes in specialised secondary education and higher education establishments shall be entitled to paid annual leave to sit tests or carry out practical work (10 and 20 days respectively for the 1st and 2nd years; 20 and 30 days respectively for the 3rd and subsequent years). The entitlement for those following correspondence courses in such institutions is 30 days for the 1st and 2nd years and 40 days for the 3rd and subsequent years.

5. During periods of preparation for obtaining a certificate or diploma, workers following evening and correspondence courses are entitled to a further 2 or 4 months' educational leave according to the type of establishment running the courses. Final-year students may be granted an extra month's unpaid leave to gain practical experience.

Special provisions

- Longer periods of paid educational leave may be granted to workers following courses in certain faculties, e.g. music, theatrical art.
- Special provisions govern paid educational leave for workers following courses set up by a group of industrial undertakings to train qualified engineers. Some of the theoretical courses involve an interruption of normal work, but time-off may not exceed 5 months per academic year. Workers attending these courses do not receive their regular pay but are awarded company studentships. In the final year they are granted 4 months' paid leave to prepare for taking a degree.
- Special legislation governs retraining and further training of employees affected by technical change.
- Special provisions also apply to certain categories of professional staff including school teachers and scientific and teaching personnel in institutions of higher education, who may be granted paid educational leave for full time studies. Scientists may be granted "scientific leave" for a period up to 2 years.

In referring to this abstract please quote N° B 52610	Trainee	Sector	ISCO	CIRF	Country
	Handicapped	-	-	1	France 44

Author: COMMANAY, F.-B

Title: Préformation professionnelle: 4. Ramonville St.-Agne

Bibliographical references: Réadaptation, Paris, No. 197, Feb. 1973, p. 35-39

Translation: Ramonville St.-Agne

Subject analysis: Article on the initial education and training of children and young persons with reduced seeing and hearing capacity.

Contents analysis

The Institute for motor re-education at Ramonville St. Agne was set up to serve the needs of a limited region of special education and training for adolescents with reduced seeing and hearing capacity. Its aim is to achieve a complete social and occupational integration of the young handicapped who, at the end of the process, should be able to stand on their own feet as adults.

The central unit of the Institute is the medico/vocational section. Some 100 trainees are given four years of vocational training, divided into one year of general observation and three years of intensive training and production. The recruitment age is 14.

An experimental scheme of earlier recruitment (12) was started in 1971. The two extra years are used for complementary general education, basic psycho-motor training and training in the use of basic tools.

A placement and follow-up service keeps continuing contact with employers in the region and with the ex-trainees after leaving the centre.

Trainees live in the centre together with the teaching staff during the first two years and are later placed in private homes.

Basic principles in the organisation of the activities of the trainees and the centre are:

(1) the training of young handicapped persons should be seen as an integrated and continuing task of education, training, job placement and social adaptation;

(2) it should be a team effort between teachers, instructors, medical and paramedical personnel;

(3) it should serve a limited geographical area and be organised in close co-operation with the parents and with the local authorities and the employers with whom the trainees are placed;

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(4) training in the institute should be productive and useless throw-away jobs avoided;

(5) the education/training process should relate to all aspects of life as an adult and foster independence and individual initiative.

In referring to this abstract please quote N° B 52512	Trainee	Sector Education 931	ISCO –	CIRF 1	Country Poland 438

Author: Komitet ekspertów dla opracowania raportu o stanie oświaty w PRL

Title: Założenia i tezy raportu o stanie oświaty

Bibliographical references: Nowa Szkoła, Warszawa, No. 4, April 1973, 99 p.

Translation: Principles and proposals contained in the report on the educational situation

Subject analysis: Special edition devoted to an experts' report on the educational situation: idealogical principles; foreseeable effects of economic, demographic and social development on education; evaluation of the present school system; proposals for introducing universally accessible secondary education. [This abstract concerns the model system proposal.]

Contents analysis

The Committee of Experts on the educational situation in Poland analysed the present school system from 2 main viewpoints: (1) its adaptability to the introduction of universally accessible secondary education, and (2) its contribution to accelerating economic growth and social progress.

The present framework of general education secondary schools does not allow for universal access to secondary level general education. Instruction in this type of school (4 years of general secondary education following 8 years of common basic schooling) concentrates on preparation for higher education and is hardly amenable to the individualisation of studies according to the abilities and interests of the student. Neither can such a goal be attained in the secondary level vocational schools: the cost would be too high, the study period too long; the pupils would be well prepared for work but would not have been adequately prepared for university level studies.

Generally speaking, the education given in the present school system is expensive and not effective enough from the cultural, social, economic and pedagogical viewpoint. The whole school system must be reorganised. The Committee of Experts proposes introducing universally accessible general secondary education with compulsory schooling to 18 years of age. According to the model proposed by the Committee, there would be 11 years of common general education (powszechna szkoła ogólnokształcąca), as outlined below.

Pre-school education. This would concern all children from age 5 (later on, 4 and 3 year-olds).

Elementary school. The present (4-year) cycle would be shortened by 1 year giving a total duration of 3 years.

The 4th to 8th school years would comprise basic general and technical subjects. According to their personal interests and abilities the pupils would also take courses outside the school. The courses would have a

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stronger vocational bias during the 8th year.

The 9th to 11th school years would offer 4 options: (a) mathematics, physics, technical subjects; (b) chemistry, biology, agriculture; (c) economics and social sciences; (d) humanities.

In the context of these options, classes (groups) could be organised according to the pupils' interests and abilities. They would receive a broad basic vocational training, and would be prepared for one of 3 main outlets, according to their abilities.

1. Direct entry into employment. Preparation for this outlet would be rounded out with more specialised training given by the employer, who would thus be responsible for the outcome of the training and for the trainees' future employment.

2. Studies in vocational schools (lasting from 6 months to 2 years) for training highly skilled workers, team leaders, foremen, etc.

3. Advanced vocational studies (lasting 3 years) offering training for technicians, middle-management business employees and assimilated workers.

The 11 years of compulsory schooling in this new type of school would be sanctioned by a school leaving certificate enabling the holder to apply for admission to higher education establishments.

The pupils who do not have the ability to complete the full span of this type of education would receive training in vocational schools or courses attached to undertakings until the age of 18. They would still be able to return to their studies at a later date.

Vocational education (lasting from 4 to 6 years) leading to the equivalent of a university degree would be provided for training highly skilled managerial personnel who could assume responsibility in the management of the national economy, encourage the development of the arts and of national culture, and spearhead progress and innovative activities.

According to the Ministry of Education, this model of universally accessible education could be introduced gradually, in successive stages, starting at the end of 1980.

In referring to this abstract please quote N° L 212	Trainee	Sect	ISCO	CIRF	Country
	–	Education 931	–	1	Senegal 663

Author:
Title:
Bibliographical references:

Decret n° 72-1399 du 6 décembre 1972 portant statut général des établissements d'enseignement secondaire professionnel
Journal Officiel de la République du Sénégal, Dakar, Vol. 117, No. 4268, 30 Dec. 1972, p. 2173-2174.

Translation

Decree of 6 December 1972 laying down regulations for vocational secondary schools

Subject analysis

Decree regulating establishments providing vocational secondary education: status, functions, duration of courses, examinations; administration; participation of the Ministries concerned.

Contents analysis

[On 6 December 1972, the Government of Senegal issued a series of Decrees to implement the Act of 3 June 1971 setting guidelines for the national education system (cf. abstract No. 1/L 209, Vol. 12). The Decrees define the classification of establishments under the Minister for Technical Education and Vocational Training (No. 72-1394); lay down regulations governing establishments providing further training, including upgrading and retraining (No. 72-1395; cf. abstract No. 1/L 210, Vol. 12); issue regulations for technical secondary schools (No. 72-1396), for higher vocational education (short course) establishments (No. 72-1397; cf. abstract No. 1/L 211, Vol. 12), and for vocational secondary schools (No. 72-1399; cf. abstract No. 1/L 212, Vol. 12.)]
Establishments providing vocational secondary education shall be called vocational education centres; when they provide training for employees in the public service, they shall be termed a school and shall indicate in their title the occupational speciality for which they provide training.

Vocational education centres and assimilated schools shall provide general education, training in character development, civics, social subjects and the arts, theoretical and practical technical training and physical education. They shall accept pupils who have successfully completed junior secondary education in a technical or a general education stream and who have been recommended by an occupational guidance board.

Courses shall be for 2 or 3 school years, according to the type of training, and may be supplemented by periods of practical training. The training provided by vocational education centres shall lead to the award of a Vocational Education Certificate (Brevet d'études professionnelles). The vocational education schools shall award their own diploma.

The timetables and syllabi for the courses and the regulations for the examinations and certificates shall be fixed by Decree. The director of the centre or school shall be responsible for the pedagogical organisation of the instruction.

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The administration, management and pedagogical supervision of vocational education centres shall be under the sole control of the Minister responsible for vocational training, who shall appoint, for each such establishment, a director selected in accordance with the regulations governing teaching staff. The ministries employing trainees from these establishments shall be required to take part in determining the conditions for admission, the timetables, the preparation of the syllabi, teaching methods used and examination standards set.

The Decree also lays down the conditions governing the recruitment of teachers of general subjects and technical teachers.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
No L 211	-	Education 931	-	1	Senegal 663

Author:
Title:
Bibliographical references:

Décret nº 72-1397 du 6 décembre 1972 portant statut général des établissements d'enseignement supérieur professionnel court
Journal Officiel de la République du Sénégal, Dakar, Vol. 117, No. 4268, 30 Dec. 1972, p. 2172-2173.

Translation

Decree No. 72-1397 of 6 December 1972 laying down regulations for higher vocational education (short course) establishments

Subject analysis

Decree regulating establishments providing higher vocational education (short courses): status, functions, duration of courses, examinations; administration; participation of the Ministries concerned.

Content analysis

[On 6 December 1972, the Government of Senegal issued a series of Decrees to implement the Act of 3 June 1971 setting guidelines for the national education system (cf. abstract No. 1/L 209, Vol. 12). The Decrees define the classification of establishments under the Minister for Technical Education and Vocational Training (No. 72-1394); lay down regulations governing establishments providing further training, including upgrading and retraining (No. 72-1395; cf. abstract No. 1/L 210, Vol. 12); issue regulations for technical secondary schools (No. 72-1396), for higher vocational education (short course) establishments (No. 72-1397; cf. abstract No. 1/L 211, Vol. 12), and for vocational secondary schools (No. 72-1399; cf. abstract No. 1/L 212, Vol. 12.)]

Establishments providing higher vocational education (short course) shall be termed national schools, and shall indicate in their titles the occupational speciality or specialities for which they give training.

Their principal purpose shall be to train technicians for both public and private employment in all 3 sectors of the economy. They shall accept as students persons who have successfully completed secondary education, in either a general or a technical stream and who have been recommended by an occupational guidance board.

Courses shall last 2 school years; in some specialities, the course may be shortened or extended by one school year. The training may be supplemented through periods of practical training.

Higher vocational education (short courses) shall lead to the certificate of higher technician (brevet de technicien supérieur) or to a certificate issued by the school and mentioning the speciality for which the certificate has been awarded.

The timetables and syllabi for the courses and the regulations for the terminal examinations shall be fixed by Decree. The Director shall be responsible for the pedagogical organisation of the instruction.

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The administration, management and pedagogical supervision of higher vocational education (short course) establishments shall be under the sole control of the Minister responsible for vocational training who shall appoint for each such establishment, a director selected in accordance with the regulations governing teaching staff. The ministries employing trainees from these establishments shall be required to take part in determining the conditions for admission, the timetables, the preparation of the syllabi, teaching methods used and examination standards set.

The Decree also lays down the conditions governing the recruitment of teachers of general subjects and technical teachers.

In referring to this abstract please quote N° L 210	Trainee	Sector	ISCO	CIRF	Country
	–	Education	–		Senegal
		931		1	663

Author:
Title:
Bibliographical references:

Décret n° 72-1395 du 6 décembre 1972 portant statut général des établissements de perfectionnement, de promotion ou de reconversion
Journal Officiel de la République du Sénégal, Dakar, Vol. 117, No. 4268, 30 Dec. 1972, p. 2171-2172.

Translation

Decree No. 72-1395 of 6 December 1972 laying down regulations for establishments providing further training, including upgrading and retraining

Subject analysis

Decree regulating establishments providing further training, including upgrading and retraining: general regulations, functions, conditions for admissions, examinations; administration.

Content analysis

[On 6 December 1972, the Government of Senegal issued a series of Decrees to implement the Act of 3 June 1971 setting guidelines for the national education system (cf. abstract No. 1/L 209, Vol. 12). The Decrees define the classification of establishments under the Minister for Technical Education and Vocational Training (No. 72-1394); lay down regulations governing establishments providing further training, including upgrading and retraining (No. 72-1395; cf. abstract No. 1/L 210, Vol. 12); issue regulations for technical secondary schools (No. 72-1396), for higher vocational education (short course) establishments (No. 72-1397; cf. abstract No. 1/L 211, Vol. 12), and for vocational secondary schools (No. 72-1399; cf. abstract No. 1/L 212, Vol. 12.)]

Establishments for the further training of persons already in employment, including their upgrading or retraining shall be created by Decree. They shall be called Centres for further training (Centre de perfectionnement, de promotion ou de reconversion) followed by an indication of the trade speciality or group of specialities for which they provide training. They shall be open to persons employed in the primary, secondary or tertiary sectors.

The centres shall accept persons as auditors, trainees or pupils at their own request, at the request of their employers or on the proposal of public or private bodies. A selection test shall be arranged when the number of applicants exceeds the centre's capacity for admissions or where a certain level of general or technical education is considered necessary.

Admission as an auditor, trainee or pupil shall be subject to the opening of an appropriate training session as prescribed by order of the Minister responsible for vocational training and determining the number of admissions and the duration of the course.

No certificate shall be issued at the termination of a course run by one of these establishments, but under certain conditions, the director of the

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centre is authorised to issue a certificate mentioning the subject and duration of the course. Auditors, trainees and pupils may be authorised to sit the relevant public examinations when they are considered to have reached a satisfactory standard in their training.

Each centre shall be administered and represented by a director selected in accordance with the regulations governing teaching staff and appointed by order of the Minister responsible for vocational training. The director shall be responsible for the pedagogical organisation of the instruction. A centre which is attached to a technical education or vocational training establishment shall be managed by the head of that establishment.

All personnel, including the teaching staff, shall be appointed by the Minister responsible for vocational training.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 209	–	Education 931	–	1	Senegal 663

Author: –

Title: Loi d'orientation de l'Education nationale n° 71-36 du 3 juin 1971

Bibliographical references: Journal Officiel de la République du Sénégal, Dakar, Vol. 116, No. 4169, 19 June 1971, p. 590-591.

Translation

Act No. 71-36 of 3 June 1971 setting guidelines for the national education system

Subject analysis

Act laying down guidelines for the national education system: objectives, beneficiaries, structure. [This law came into force with the promulgation on 6 December 1972 of the relevant Decrees for its implementation. See abstracts Nos. 1/L 210, 1/L 211 and 1/L 212.]

Contents analysis

The objective of the national educational system of Senegal shall be to enable the people to receive the education and training they require to develop their aptitudes and abilities in order to participate actively in the nation's development. The educational system shall ensure the harmonious integration of modern science and technology with the country's cultural heritage. Education is a lifelong process: everyone shall have the right to learn and to improve his skills, in any sector of economic activity, with a view to achieving social advancement.

Education shall be geared to 3 main groups:

(1) young people of school and university age: general education and technical education or vocational training;

(2) young people and adults, already in employment, who have had some school training: upgrading and other further training;

(3) young people and adults who have never been to school: functional literacy and any other educational activity which will encourage occupational upgrading, raise productivity, inculcate new ideas.

Education shall be provided at 5 levels: pre-school, primary, junior and senior secondary, and higher education.

Pre-school education shall prepare children not yet of school age for their schooling.

The purposes of primary schooling shall be, among other things, to ensure a close link between school and life; to restore to manual work parity of esteem as a factor in the development of the mind and as a basis for integration in the social, cultural and economic environment. The instruction shall be given either in conventional types of school or through newer media.

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Junior secondary schooling shall follow primary education; it shall include general, technical and practical instruction of middle-school standard, as a preparation either for going into secondary education (general, technical or vocational) or for entry into working life.

Senior secondary education shall include technical education and vocational training. It shall prepare its pupils for middle-level posts in public or private business and administration.

Higher education shall include scientific or technical research to integrate science in the African environment for an integrated development strategy. It shall prepare its students for middle and senior level management. Like the other types of schooling, higher education must participate in the lifelong education process.

Responsibility for education shall be divided amongst the various ministries or departments according to the type of education or training concerned.

To implement the Act, the following Decrees were issued on 6 December 1972: Decree No. 72-1394, classifying the various establishments under the Minister responsible for technical education and vocational training; Decree No. 72-1395, laying down regulations for establishments providing further training, including upgrading and retraining; Decree No. 72-1396, Regulations for technical secondary schools; Decree No. 72-1397, Regulations for higher vocational education (short course) establishments; Decree No. 72-1399, Regulations for secondary vocational schools. Decrees Nos. 72-1395, 72-1397 and 72-1399 are the subject respectively of abstracts Nos. 1/L 210, 1/L 211 and 1/L 212, Vol. 12.

In referring to this abstract please quote N° L 204	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	1	France (Overseas) 44

Author:
Title:
Bibliographical references:

Décret n° 72/1080 du 6 décembre 1972 relatif aux [...] groupes permanents et comités de la formation professionnelle, de la promotion sociale et de l'emploi des départements d'outre-mer

Journal Officiel de la République française, Paris, Vol. 104, No. 286, 8 Dec. 1972, p. 12652-12654.

Translation

Decree No. 72/1080 of 6 December 1972 concerning the [...] permanent groups and committees for vocational training, further education and employment in the overseas Departments

Subject analysis

Decree to establish new training institutions: permanent departmental groups and departmental committees for vocational training, further education and employment; permanent board and committees for apprenticeship and specialised groups; composition, functions and powers.

Contents analysis

The institutions described below shall be established for the purpose of implementing in Guadeloupe, Guyane, Martinique and Réunion the provisions of Acts Nos. 71-575 and 71-576 of 16 July 1971 concerning respectively the organisation of continuing vocational training as a part of lifelong education and the organisation of apprenticeship [cf. abstracts Nos. 1/L 126 and 1/L 127, Vol. 10], and Decrees Nos. 72-275 and 72-276 of 12 April 1972 [cf. abstracts Nos. 1/L 166 and 1/L 167, Vol. 11].

1. Permanent Departmental Group for vocational training, further education and employment: under the chairmanship of the Prefect, this body shall be composed of 9 senior civil servants: Vice-Rector; departmental inspector of technical education responsible for vocational training; chief of education information and guidance services; departmental director of labour and employment questions; departmental director for agriculture; the agricultural engineer responsible for agricultural education and training; treasurer-paymaster-general; a representative of the Minister for Industrial and Scientific Development; a local representative of the National Institute of Statistics and Economic Research (Institut national de la statistique et des études économiques — INSEE).

The purpose of the Group shall be to study: the vocational training and further education needs of the Department, taking into account the state of the economy and employment prospects; measures to encourage co-ordinated expansion of vocational training activities; proposals for establishing public facilities for continuing vocational training.

2. A departmental committee for vocational training, further education and employment shall have virtually the same aims and functions as the departmental committees set up in metropolitan France by Decree No. 72-276 [cf. abstract No. 1/L 166, Vol. 11]. Each such committee

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shall be composed of: 5 employers' representatives, 5 workers' representatives, 2 representatives of public technical education, 1 representative each of private technical education, of public and of private agricultural training, 1 representative of teaching staffs in adult training centres, 6 persons in charge of education or training institutions, 10 persons qualified in the sectors concerned and the members of the Permanent Departmental Group. Members shall be appointed for a 3-year term of office which is renewable.

Within a departmental committee, there shall be (inter alia):

(a) a permanent delegation or Board, with 15 to 20 members;
(b) an apprenticeship committee, of not more than 20 members (appointed by the Prefect from among members of the departmental committee: an equal number of employers' and workers' representatives; an equal number of representatives of teaching staff and of heads of educational and training establishments; a number of persons competent in this field and representatives of the public administration);
(c) specialist groups (e.g. experts in apprenticeship levy, claims, disciplinary matters, adult vocational training).

The purposes and powers of these bodies shall be the same as those of the similar committees set up by Decree No. 72-276 relating to metropolitan France.

The Ministers for Social Affairs, for Economic Affairs and Finance, for Education, for Agriculture, for Industrial and Scientific Development, for Commerce and the Artisan Trades, and the Secretary of State for Overseas Departments and Territories and the Secretary of State for Finance shall be responsible for implementing this Decree in their respective areas of competence.

Full title of the Decree: Decree No. 72-1080 of 6 December 1972 concerning the functions, composition and operation of permanent groups and committees for vocational training, further education and employment in the overseas departments.

In referring to this abstract please quote N° L 203	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	1	Uganda 676.1

Author: -

Title: The Industrial Training Decree, 1972

Bibliographical references: Entebbe, Government Printer, March 1972: Decree 2, 1972, 13 p.

Translation

Subject analysis

Decree to establish an industrial training directorate and to regulate vocational training: composition and functions of Industrial Training Council and advisory committees; financing training (purpose and utilisation of training levy); apprenticeship (eligibility; contract; designated trades); trade testing; sanctions.

Contents analysis

A Directorate of Industrial Training has been set up under the Minister responsible for labour matters. It shall consist of the Director of Industrial Training and other officers as determined by the Minister, all of whom shall be public servants.

Industrial Training Council

There shall be an Industrial Training Council consisting of a chairman and 14 other members appointed by the Minister:

- the permanent secretaries to the ministries responsible for labour matters, for education, for planning and economic development, for works, communications and housing (or their representatives);
- 4 persons to represent employers and 4 to represent employees;
- 2 persons chosen to represent other interests directly related to industrial training.

Seven members of the Council shall constitute a quorum, provided that the 7 include 2 of the members representing employers and employees respectively.

The Council shall investigate and make recommendations to the Minister, at his request, on any matter connected with the Decree; investigate and endeavour to settle amicably any disputes or other matters arising out of a contract of apprenticeship referred to it by the Director; secure generally the most effective industrial training possible. It may establish advisory training committees (consisting of from 5 to 9 persons representative of the trade or other occupation concerned) to exercise its functions in relation to training in specified industries.

Training levy

The Minister may establish a training levy constituting thereby a Training Levy Fund. The Fund may be used solely for the purposes of industrial

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training as provided for under the Decree, in particular for: payment of tuition costs, maintenance and travelling allowances to persons attending approved training courses; grants or loans to persons providing courses or training facilities; fees to persons providing further education in respect of trainees receiving it in association with their training.

Apprentice training

Any person may enter an apprenticeship in a designated trade provided he has attained the apparent age of 16 years and a basic standard of education, and been certified medically fit for employment in the trade concerned. Every such person shall conclude a contract of apprenticeship with his employer which must be registered by the superintendent of apprenticeship. The first 3 months of an apprenticeship shall be a period of probation during which the contract may be terminated by either party. [Conditions under which a contract of apprenticeship may be terminated or transferred are given in detail in the text.]

Other provisions

A trade test standard and the procedure for qualifying to such standards shall be prescribed by the Minister on the recommendations of the Industrial Training Council, an advisory committee and the superintendent of trade testing for each designated trade. The Director may, in consultation with the Council, make training schemes in respect of apprenticeship and other types of vocational training, including supervisory training.

The Minister may make regulations for giving effect to the provisions of the Decree: qualifications for entry into apprenticeship; working conditions of apprentices; the training records to be kept by employers; payment of the training levy; the examination and testing of trainees; provision of training courses for foremen, supervisors and instructors, etc.

In referring to this abstract please quote N° B 50811	Trainee	Sector	ISCO	CIRF	Country Italy
	-	-	-	1	45

Author: Confederazione generale dell'industria italiana

Title: Una nuova politica di formazione professionale

Bibliographical references: Notiziario della Confederazione generale dell'industria italiana, Roma, Vol. 29, No. 19, Oct. 1972, p. 1161-1171.

Translation: A new vocational training policy

Subject analysis: Paper on training for young people and adults: present situation; principles; liaison with the occupation; syllabi; educational and vocational guidance; liaison with economic planning and employment; short-term policy; annexes.

Contents analysis:

Vocational training problems have been debated at length in Italy over the past few years and various reforms have been embarked on without any very positive results. The whole system is in a state of crisis. No really thorough-going reform that might give the pattern of training some coherence and unity has been put into operation.

The paper produced by the General Confederation of Italian Industry (Confederazione generale dell'industria italiana — CGII) highlights a series of principles. Training forms a whole; it is the responsibility of the State, with the participation of industry and trade unions. Continuing training (formazione continua), which is everywhere felt to be an increasingly urgent need, should apply to training in general. Employment itself is recognised more and more to be on an equal footing with education as a means of training: it is a specially valuable means as regards the actual acquisition of skills and knowledge. Training within the undertaking is the logical consequence of the principle of continuing training. If the latter is to become general, the sum total of skills, knowledge, experience and aptitude built up at work must not be discounted, especially in the light of adult workers' reluctance to return to school again — a pattern of training unsuited to their age. Training within the undertaking raises the problem of diplomas, etc.; it should be just as possible to obtain a qualification in this way as through a school-based training course.

There should be a greater awareness in the school system of the real needs of the world of work. New methods are called for, and there should be closer contacts with the world of work during compulsory schooling, for both educational and guidance purposes. It should be possible for anyone who feels the need to do so, at any age, to go back to school, and thereby to make maximum use of what he has already learnt at work.

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Training and occupation. The Confederation refers in detail to the transfer to the Regions of the powers at present held by the Ministry of Labour [cf. abstract No. 1/L 199, Vol. 11, summarising the Presidential Decree on the matter and abstract No. 2/B 48087, Vol. 11, regarding the comments made on the subject by various State bodies].

Educational and vocational guidance. A truly effective system of educational and vocational guidance should be set up for both young people and adults. The system would start during compulsory schooling, which should include in its syllabus a formal subject aiming at occupational guidance. Guidance should be handled by regional bodies integrated in the vocational training structure. These bodies would act in co-operation with the schools and where possible, with a psycho-pedagogical team that would follow up the pupil during his compulsory schooling. For adults, the regional service should provide vocational guidance during updating and retraining courses.

Liaison between economic planning, vocational training and placement. As there is as yet no formal co-ordination between them, the opportunity should be taken to establish links between economic planning, vocational training and placement. This would mean building up close co-operation between the regional committees responsible for these questions. Placement should be handled by special joint bodies at regional level. This could have a quantitative and qualitative impact on vocational training policy-making decisions and should enable erroneous decisions to be corrected in time, so that full employment can be achieved.

Short-term policy. Short-term policy should be realistic and be based on the actual potential of the existing training system, in the light of available statistical data, which are unfortunately most inadequate. As regards the number of young people (aged 15 to 19 years) to be trained, the figure for 1969 (whether in employment or unemployed) was 899,000. The number of places in the various training centres was 180,000, giving an output of 55,000 qualified young people. In the same year, there were 247,000 apprentices in undertakings; 70,000 of them had obtained the qualifications they sought.

In adult training, Italy is very backward. There have been a few isolated private or public endeavours to start up something in this field. In the circumstances what is needed at the start is a restricted programme to raise the standard of general education and vocational training of workers who have a very limited educational background.

Annexes: the present situation as regards vocational training; reform of vocational training; the position in other countries (France, Federal Republic of Germany, United Kingdom).

In referring to this abstract please quote N° B 49398	Trainee	Sector	ISCO	CIRF	Country USSR
	–	–	–	1	47

Author: BATYŠEV, S.

Title: Formirovanie kvalificirovannyh rabočih kadrov v SSR

Bibliographical references: Moskva, Izdatel'stvo "Ekonomika", 1971, 216 p.

Translation

Skilled worker training in the USSR

Subject analysis

Book on the restructuring of the training system: description of present system; preparation of a new type of job description; classification of occupations; application of a new method of training in 3 stages (detailed description); implications for general school syllabus and vocational guidance.

Contents analysis

[In 1970, S. Batyšev, a corresponding member of the USSR Academy of Educational Science, published an article on a 2-stage system of training workers for a broad range of skills in vocational schools (cf. abstract No. 4/B 38438, Vol. 9). This book describes the system of training in operation in the USSR in general and puts forward specific proposals for its reorganisation on a 3-stage basis. This abstract deals only with these specific proposals.]

Training in its present forms, whether initial or further training and given in schools or in undertakings, should be restructured as a 3-stage system.

1. Basic (stabilnaja) training stage. Some 70 to 80% of the skills instruction included in the syllabus would be started during this stage (which would not,however, lead to any formal qualification). Instruction would be given in typical skills and knowledge which could be expected to stay unchanged over a fair number of years. Transfer to the next stage would be a gradual process.

2. Specialisation stage. This stage would respond to the frequent changes and modifications required in the skills and knowledge to be taught. Training would be given within the undertaking (or possibly in specially equipped school workshops) and would take account of the requirements of particular jobs. This stage would cover 20 to 30% of the syllabus; the trainees would be expected to carry out tasks observing output norms, and to know how to use equipment and materials efficiently and economically.

3. Supplementary stage. This would be a matter of further training, in the undertaking, in successive periods constituting 3 phases: the first 2 phases would be intended progressively to round off skills and knowledge learnt for the basic occupation and to acquire some knowledge of the skills required for a related trade; the 3rd phase would take place when

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the worker had been practising for a year or two the skills and knowledge learnt during the phases 1 and 2 and would open the way to a broad range of higher qualifications.

This further training for broad-range skills will require the preparation of job descriptions for the trades included in specific industries. The job descriptions should cover:

- technical and organisational skill levels: lower, middle-level and higher;
- description of the equipment, tools and facilities needed for the job;
- list of the worker's main tasks and functions, described so as to make clear the nature and content of his work;
- the scope of the vocational, technical, general and economic skills and knowledge needed to carry out all the operations corresponding to a given level of qualification.

For training in new trades (coupled-machine-tool fitter, for instance), a system of problem analysis (problemno-analitičeskaja sistema) has been designed. The purpose of this system is to develop in the trainee during his production training the mental aptitudes on which his efficiency as a skilled worker largely depends (the ability to note information at the right moment, for instance). Application of this system requires analysis of the trainee's way of working, to pick out, for purposes of his production training, elements which will create situations giving rise to problems similar to those he will have to deal with in working at his trade.

Research is in progress on analysing and forecasting modifications in occupational structure resulting from technical change, and on defining the most desirable ratio for training skilled workers for key occupational groups and by field of economic activity. This research should make it possible to group the present thousands of trades or other occupations into occupational clusters each containing 1 or 2 of the more complex occupations with scope for development and a series of related trades with a more limited content (docernjaja professija). This new occupational grouping would be the starting point for preparing a systematic manpower training programme. These proposals would also have implications for the general education system, in particular as regards the vocational guidance content of the school syllabus which should include a course (1 hour weekly) on choice of career.

In referring to this abstract please quote N° B 53451	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Developing countries

Author: **BLAUG, M.**

Title: Education and the employment problem in developing countries

Bibliographical references: Genève, International Labour Office, 1973, 89 p. Price: Sw. Fr. 12

Translation

Subject analysis

Report on the employment problem in developing countries: the role and responsibility of educational authorities; criticism of current education/employment policies; the economic value of education; traditional and radical solutions; some practical proposals.

Contents analysis

[This report is one of a series of general background studies specially written for the ILO's World Employment Programme by independent scholars in order to clarify the various questions involved. It aims to assess the responsibility of educational authorities in the employment problems of less developed countries and to assess how educational systems can be reformed so as to maximise the rate of growth of income-earning opportunities. Much of the analysis proceeds by way of a critical commentary of some of the ideas contained in the four comprehensive strategy mission reports that the ILO has already published on Colombia, Iran, Kenya and Sri Lanka. This abstract deals only with the general conclusions drawn by the author.]

The employment problem in less developed countries is really a series of overlapping problems related to: (1) visible unemployment; (2) invisible unemployment; (3) under-employment; (4) unemployment among primary school leavers; (5) unemployment among those with some secondary education; (6) youth unemployment; and (7) the working poor.

Traditional solutions to these problems include: quantitative controls restricting the expansion of education by imposing ceilings on the number of places that are provided at various stages in the process; raising tuition fees to cover the full cost of higher education, thus reducing the private rate of return to higher education with predictable effects on the private demand for places; introduction of vocational subjects into primary school curricula, with emphasis on rural crafts; training for self-employment; an expansion of out-of-school education.

More radical solutions comprise: direct intervention in the employment market mechanism; government pay scales unrelated to formal educational attainments; selection based on aptitude tests; selection of students into senior secondary education by school quotas within each district; recurrent education in the sense of postponing post-compulsory formal

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education to a later stage of life; "deschooling" in the sense of introducing a new concept of education.

However, remedies depend on how the problem is defined. If the unemployment problem is seen essentially as a problem of youth unemployment, the educational authorities have a clear duty to apply policies that may alleviate the problem. On the other hand, if the employment problem is regarded as a problem of poverty of both employed and unemployed workers, it is more difficult to see just what a Ministry of Education could do about it in practical terms. Educational policy as a device for curing poverty seems to lead to a single dictum: educate as many people as possible. But the cure will come 20 to 30 years later.

While recognising the inter-relationship of reforms in the educational system and the employment market, none of the ILO reports emphasises judgements about the optimum scale of the educational pyramid; instead, all concentrate on reforms of the content of education. The approach is essentially qualitative. The consequence is that all the weight in altering the private returns of student investment in education is thrown on the side of earnings and none on the side of costs. Little is said about the fee structure of education, or about grants, scholarships and loans related directly to parental income, possibly because this is a politically sensitive area.

The critical question for developing countries is whether youth unemployment will gradually turn into mass unemployment. A decisive answer would be presumptious. It seems likely, however, that the problem in the foreseeable future will remain that of unemployment heavily concentrated among those aged 15 to 25 years. There is no easy remedy for this problem. The present tendency of educational systems to grow more quickly at the top rather than at the bottom of the educational ladder must somehow be reversed. This can only be achieved by a restructured pattern of educational finance combined with deliberate intervention in employment markets. This in turn will aggravate the primary school-leaver problem, the remedy for which, in the short run, lies in the provision of out-of-school education. In the long run it lies in the slow and patient reform of primary education from within by curriculum reform, examination reform and the improvement of teacher training. It may not be an exciting prospect for those who hanker for quick results.

In referring to this abstract please quote N° B 53192	Trainee	Sector	ISCO	CIRF	Country
	–	–	–	2	Italy 45

Author: CENSIS

Title: I processi e le istituzioni educative nel quadro della situazione sociale ed economica del paese

Bibliographical references: Quindicinale di note e commenti, Roma, Vol. 19, No. 176-177, 15 Jan. 1973, p. 3-14.

Translation: Educational procedures and institutions in the context of national social and economic conditions

Subject analysis: Article on the Italian educational system in the light of the social and economic structure of the country: weaknesses; impact of education on employment; nature of proposed improvements.

Contents analysis

In spite of the current tendency for education to break into separate parts, there is evidence of a positive dynamic force which indicates the existence of a link between the educational system and society. The educational function is tending to renovate itself spontaneously at local level. This move is freeing the State from some responsibilities and constitutes a force for change in the system.

The spectacular increase in the school population has created many opportunities for local communities to participate in the development and administration of the school system. However, local communities have not been prepared to shoulder such a rapid increase in the corresponding financial burden and have had to seek State support. The proliferation of educational institutions to serve new social groups has further weakened the traditional ties between schools and the local social and economic structures. There has thus been exceptionally fast quantitative development with virtually no pressure for improvement in quality. If quantitative development is not accompanied by changes in the relationships between the school and society, it becomes self-defeating. The danger is that new power centres will appear, without any genuine motivation for change. There could also be conflicts which would impede the operational effectiveness of any institution which does not have adequate public support.

Present role of basic general and vocational education

A distinction must be drawn between compulsory schooling and post-school education. The first is ineffectively applied, perhaps because the persons most concerned have no say in its direction and do not constitute a pressure group. This is particularly true in areas with the most urgent needs.

The individual's right to basic education infers not only the right to a general education common to all pupils up to middle school level, but

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also to sound initial training which fits him to enter working life with self respect and reasonable pay prospects.

Changing relationships between education and employment

The most striking features appear to be:

- holders of school diplomas or university degrees, particularly the latter, are not well prepared for the jobs which are available and therefore tend to swell the tertiary sector artificially;
- the rise in the level of education, even of those doing production work and in assimilated posts, accentuates the stresses and conflicts arising out of a desire for higher standards and greater work satisfaction.

These facts show that in advanced societies educational development is almost becoming counter-productive. People's abilities are caught up in exasperating and ridiculous competition. Numerically, the problem has doubled in 10 years, whereas it remained stationary during the previous decade.

- 54% of persons seeking their first jobs in 1971 were women with school diplomas or degrees, mostly the latter. In general they failed to obtain employment because only subordinate jobs were available to them.
- In contrast, large numbers of school diploma or degree holders took jobs in industry in 1971 without drawing attention to their qualifications because they were afraid it would result in their not being employed.
- In 1970-75 there should be some 750,000 school diploma holders and 280,000 university graduates entering the labour force; about 250,000 of the former and 150,000 of the latter will have to accept low level jobs.

In future efforts should be made to:

- develop programmes which will make school diploma and degree holders, particularly the latter, more adaptable to work requirements and will thus facilitate their entry into the adult social structure and working life;
- revise curricula and educational objectives so as to strengthen the links between school and the world of work, particularly by introducing manual work into all curricula and ensuring subsequent access to vocational training;
- concentrating training not on getting a school diploma or a degree but on qualifying for a first job.

More opportunities should be created in the social services to absorb some of the people who have been crowding into the tertiary sector. In particular, a full-time school might be set up for this purpose.

In referring to this abstract please quote N° B 52938	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	2	438

Author: KOŚCIELNY, K.
Title: Nowa forma dokształcania dorosłych
Bibliographical references: Oświata Dorosłych, Warszawa, No. 4, April 1973, p. 204-208.

Translation: A new way for adults to complete their education

Subject analysis: Article on Ministry of Education action to set up general education and further training centres in undertakings, for adult workers.

Contents analysis

There is an urgent need to encourage adult workers to complete their education up to the full common basic school level (8 years of schooling), so as to improve their possibilities of obtaining some kind of officially recognised qualification. To deal with this situation the Ministry of Education is planning to set up general education and further training centres (podstawowe studium zawodowe) within undertakings, with suitable adaptation to the needs of adults: the general education course will follow the syllabus of the common basic school, and the further training will concentrate mainly on trade theory. The Ministry is also considering setting up group training centres for the same purpose.

The general and vocational education programme will comprise a total of 576 hours instruction, spread over one school year (divided into two semesters of 18 weeks each). Classes will take place 4 times a week, for 4 hours a day.

The following general subjects will be included: (1) Polish — learning to read and write correctly, particular attention being paid to expressions relating to work situations; (2) social, political and economic questions in Poland, with a summary of recent Polish history; (3) basic knowledge of natural sciences — physics, chemistry, biology, geography; (4) mathematics — thorough revision in the 4 basic arithmetic operations using whole numbers and fractions; some elementary geometry, suitable for illustration by examples from work situations.

For the further training, trainees will be grouped according to the same or related trades. In most cases, the syllabi will concentrate on the technology of the trainees' trades and be linked with study of machinery, materials, industrial drawing, work organisation, occupational health and safety.

The courses in the centres will lead to a certificate which will be equivalent to a common basic school leaving certificate and will state, in

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addition, that the holder has followed a suitable course of preparation for the official examination for a skilled worker certificate in a specified trade. Consideration is being given to the possibility of exempting trainees who obtain certificates with high marks in the vocational subjects from taking the examinations in those trades.

The minimum number of trainees for the opening of one of these centres will be 15 in the towns and 12 in the villages. To qualify for admission, adults must have had at least 3 years' work experience and attained a standard of education equivalent to the 5th class of the common basic school. Exceptions may be made, however, for adults with only 1 or 2 years' work experience; but they will have to pass a preliminary skill test and will be grouped in special sections.

The administrative boards of the school districts and regional departments (voivode) of the Ministry of Education are required, in co-operation with the services responsible for the economic sector concerned, to prepare for the establishment of these centres as from 1973/1974 in undertakings where it is most urgent to bring the workers' level of education up to a suitable standard.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52937	-	-	-	2	Poland 438

Author: Title: Bibliographical references:	STRUZIK, C., BATORSKI, J., HRAPKIEWICZ, Helena Funkcjonowanie liceów zawadowych Szkoła zawodowa, Warszawa, No. 2, Feb. 1973, p. 31-33.
Translation	The working of the vocational secondary schools
Subject analysis	Article on the theoretical and practical training offered in the vocational secondary schools: comparison of the syllabus with that of the general secondary schools; leaving difficulties and their causes; the practical training.

Contents analysis

The Silesian Section of the Educational Research Institute (Oddział Instytutu Badań Pedagogicznych w Katowicach) has been studying the working of the vocational secondary schools [cf. abstract No. 4/B 50289, Vol. 12, on the establishment of these schools, the subjects taught, etc.]. The survey covered 21 schools and produced the following findings regarding the syllabus and practical training offered to pupils.

1. Syllabus. The number of class hours spent on physics is lower in the vocational secondary schools (8 hours a week throughout the year) than in the general secondary schools (12 hours a week). The difference is partly compensated by the mechanical and electrical engineering courses, which also include instruction in physics. It is obvious, however, that replacing even part of the physics course with general technical studies means that the pupils cannot hope to reach the level expected in the secondary school leaving certificate examination (matura) and the entrance examinations to institutions of higher education.

Pupils in the vocational secondary schools have to study a greater number of subjects (23) than those attending the general secondary schools (17). This causes certain learning difficulties especially in regard to languages, physics and mathematics, the number of hours devoted to these last two subjects being considerably smaller than in the general education system.

It follows that the number of hours spent on these two basic scientific subjects in the vocational secondary schools should be increased, as far as possible to equal the number of hours spent on them in general secondary schools.

2. The pupils' practical training amounts to 1,634 hours over 4 years, with 90 hours in the laboratories, 1,360 on training for production and 184 in actual production work. Whether this training is successful depends mainly on the adequacy of laboratory and workshop facilities.

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This is of special importance for training in laboratory work, the aim of which is to stimulate the young people's interest in laboratory research related to their future employment. The schools should pay special attention to organising this training in laboratories that are properly equipped.

The proportion of girls in the schools was considerable: 60% of all pupils enrolled.

In referring to this abstract please quote N° B 52934	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Hong Kong 512.317

Author: -

Title: Manpower and vocational training and education in Hong Kong

Bibliographical references: Hong Kong, Vocational Training and Education Department, Caritas, Aug. 1972, 27 p. (mimeo.).

Translation

Subject analysis

Report on the current educational and training system: review of past developments; economic structure; manpower policy; manpower imbalances; the deficiencies of the new educational system; conclusions and recommendations; graphs; statistics.

Contents analysis

Industry in Hong Kong is currently characterised by an acute shortage of skilled manpower. This shortage may be attributed to: (a) the rapid expansion of Hong Kong's industry (particularly light manufacturing for export) in the past 25 years; (b) insufficient training of an acceptable standard to keep pace with this expansion.

In September 1965 the Government appointed the Industrial Training Advisory Committee (ITAC) [cf. abstract No. 1/B 48982, Vol. 11] as a non-statutory body representing Government departments, workers' and employers' organisations and other interested parties. ITAC's terms of reference excluded some industries and it subsequently proposed the reorganisation of the ITAC complex into a permanent statutory body to be called the Hong Kong Training Council which would cover all industrial sectors.

ITAC surveys carried out between 1967 and 1970 indicated that within a total workforce of almost 410,000 the existing annual shortfall in skill requirements represented:

- vocational and technical education facilities: craftsmen, 5,584; technicians, 2,601;
- in-plant training facilities: craftsmen, 5,684; technicians, 2,679.

On the recommendation of ITAC an apprenticeship unit was established within the Labour Department at the end of 1969. Even so the imbalance between available apprenticeship places and the demand for skilled workers remains critical.

Furthermore, by 1974, it is planned to expand the polytechnic to 4,000 full-time and 20,000 part-time student enrolments. An equivalent expansion of training facilities at lower levels is needed to secure a better craftsman/technician ratio.

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The skill shortage is aggravated by an educational system which puts undue stress on academic studies. Enrolment in secondary type education in September 1971 was as follows: 5-year academic secondary schools, 93.4%; 5-year technical secondary schools, 3.3%; 3-year prevocational secondary schools, 3.3%.

In July 1970 the Government announced a "new policy on post-primary education" to provide 3 years of aided post-primary, vocationally oriented education for 50% of the 12-to-14-years age group by 1976 and for 100% by 1981, if necessary paying for attendance in private schools. It should be noted however, that of the 163,000 places in the new scheme only 11,000 (6.7%) are non-academic.

Even with 20% of the available time allocated to practical subjects, young people graduating from these schools will hardly have acquired marketable skills or the necessary practical experience. No mention is made of vocational counselling and there is no assurance that the pressure on white-collar jobs will be reduced once the scheme is in operation.

Adequate development of vocational training and technical/vocational education requires:

- strong Government action to provide the impetus for the expansion of in-plant training facilities, especially apprenticeship, e.g. the introduction of an industrial training Act similar to the Industrial Training Act of 1964 in the United Kingdom [cf. abstract No. 1/B 09825, Vol. 3];
- special attention to be given to the problem of manpower imbalances (excessive supply of unskilled, over-emphasis on technician and commercial training);
- prevocational training to be an integrated part of secondary education;
- expansion of specific vocational and technical courses at secondary and post-secondary level;
- upgrading of technical and vocational training and education at all levels;
- the development of vocational counselling at secondary education level;
- data gathering and research on skill requirements and on employment and training problems in all sectors of the economy;
- the establishment of recognised criteria for the definition and measurement of skills.

In referring to this abstract please quote N° B 52933	Trainee Woman	Sector -	ISCO -	CIRF 2	Country International

Author: -

Title: Inter-American Specialized Conference on the integral education of women: final report

Bibliographical references: Washington, D.C., Organization of American States (OAS), 1972: doc. OEA/Ser.C/VI.20.1, 91 p. (mimeo.).

Translation

Subject analysis

Report on an inter-american conference on the status and education of women: purpose; participants; reports of sub-committees; resolutions and recommendations adopted. [This abstract deals only with some of the main texts adopted relating specifically to education and training.]

Contents analysis

In response to a request from the 15th Assembly of the Inter-American Commission of Women (Bogotá, July 1970) the Organization of American States (OAS) convened the Inter-American Specialized Conference on the Integral Education of Women at Buenos Aires (Argentina) from 21 to 25 August 1972.

The agenda of the Conference consisted of two main items each with a number of sub-items:

(1) cultural patterns and political, social, cultural, economic, pedagogical and other causes that have determined the present position of women in American society;

(2) America and a new role for men and women (formulation of roles; concrete action to bring about a change in attitude with respect to the new roles of men and women).

A large number of resolutions and recommendations were adopted by the Conference. The following are some of the points made in the various texts:

- there is a need for intensification, updating and adaptation of asystematic education for women (including various forms of on-the-job training) in order to make men and women more aware of their role in the labour force and in political and social fields;
- the scope and depth of research and experimentation need to be constantly increased in order to(1) to achieve greater flexibility of educational systems and (2) evolve new forms and new patterns of education which will give women equal opportunities to attain the qualification levels they need in their occupations and work;
- school curricula at secondary education level need to be reviewed in order to encourage the elimination of differences of orientation based on sex; de facto discriminations that prevent women's access to

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certain professions, later leading to differences in wages, should be eliminated;

- measures should be taken to eliminate discrimination regarding access to higher education; such measures could include equality of residential facilities for men and women students; repetition of courses at different hours during the day; establishment of nurseries, elementary schools and other facilities so as to make it easier for women to attend courses; improved orientation and guidance facilities, and in particular the introduction of such facilities at secondary school level, taking into account the problem of matching the aptitudes and interests of youth and the national planning of employment possibilities in each country;
- a review of educational practices — school guidance, textbooks, occupational testing materials, teacher training, teacher-student relationships - is needed so that women may develop their individual talents free of social prejudice;
- measures should be taken to encourage the inclusion of women in trade unions and to encourage also their active participation in trade union activities;
- member States should take steps to assemble more precise data on the supply and demand for female labour and on technical changes in occupations necessitating additional training; at the same time action should be taken to promote courses of accelerated training for providing such additional skills and to ensure equal access to such training for both men and women;
- the national authorities and the OAS secretariat should take steps to encourage an exchange of ideas and evaluation of experience among them on current educational and cultural projects and on research towards developing new programmes for the women of the Americas.

[The final report is available in Spanish.]

In referring to this abstract please quote N° B 52931	Trainee	Sector	ISCO	CIRF	Country
	Handicapped		-	2	United States of America 73

Author: **REEDER, C.W., KUNCE, J.T., NIEWOEHNER, G.J., INSKEEP, R.**

Title: Vocational rehabilitation of the hard-core addict

Bibliographical references: Rehabilitation Literature, Chicago, Ill., Vol. 34, No. 1, Jan. 1973, part 1, p. 11-14, 20.

Translation

Subject analysis

Article on issues involved in rehabilitating hard-core addicts: community-based and institutional settings; selection for treatment and rehabilitation services; vocational rehabilitation and follow-up; rehabilitation staffing; programme evaluation; areas for research.

Contents analysis

There are an estimated 560,000 persons throughout the United States who are becoming hard-core heroin addicts — a more than 10% increase over a 1960 estimate. The following is a review of some of the issues in rehabilitating the hard-core addict.

Treatment modalities. Major rehabilitation settings are usually institutional or community-based whose services include group encounter, chemotherapy, therapeutic communities, half-way houses, multi-modality approaches and systematic follow-up. The community-based approach is a co-operative venture involving many agencies and including the critical factors described below.

Community resources. Some type of community centre, facility or project for drug addiction seems necessary to develop a viable programme and generally requires special funding (federal, state and/or local). Vocational rehabilitation programmes will have varying roles to fulfil depending upon the particular community setting and resources.

Immediate services. The hard-core addict will often require immediate attention to his "crises". He must generally undergo detoxification. Emergency medical treatment should be provided to those with additional problems requiring immediate attention. Urgent family and financial problems often follow along with personal, social and vocational difficulties.

Client selection for treatment and rehabilitation services. Guidelines for selection of programme participants vary considerably according to treatment approach. Factors generally include the degree of addiction, age, legal compulsion, and former failure in other programmes. In determining client feasibility for vocational rehabilitation services, one should consider: (1) basic medical information; (2) vocational assessment results; (3) successful participation in an on-going addiction treatment programme; and (4) demonstration of readiness for training or employment.

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Vocational rehabilitation. Therapeutic counselling methods for addicts are similar to those used with people having emotional problems. The use of ex-addict counsellors in group confrontation techniques, however, is unique. Continuous vocational rehabilitation counselling is seen as an important part of a total "life-style change" programme, helping the addict to cope with reality and achieve vocational goals. Although the addict may be placed directly on a job, transitional training programmes (on-the-job training, vocational school or college) are considered more appropriate.

Follow-up services. Follow-up counselling of the drug addict after successful completion of the rehabilitation programme seems to be the least developed phase of rehabilitation. Yet research indicates that without follow-up services in the addict's own community he is likely to return to drugs. Lack of funds and trained personnel makes prolonged follow-up difficult. A community approach is more effective than an institutional setting. Half-way houses can serve to integrate the addict gradually back into the community.

Rehabilitation staffing. Rehabilitation counsellors can be recruited from existing regular programmes. Among their functions they have a special responsibility for contacting employers, clarifying employers' misconceptions about addicts and addiction, and working out hiring arrangements. Former addicts seem to function well as counsellor aides, forming a good peer relationship with addicts in treatment. The combination of ex-addict and professional staff members provides a more effective counselling relationship. Special training for both should provide experience in encounter groups, counselling techniques, self-awareness, medical and legal aspects of addiction and communication skills.

Programme evaluation. What is considered success in addict programmes is not always clear cut. Programme comparisons are difficult, particularly since different criteria for success are used. Results suggest that a significant number (approximately 50% or more) of hard-core cases can benefit from rehabilitation services, but there appears to be no single successful treatment approach.

Suggested areas of research and development: attitude-value patterns manifested by drug counsellors can often undermine the rehabilitation process. Future research should concentrate on counsellor attitude-value most frequently associated with rehabilitation success in order to improve counsellor selection.

Other fields for research: the effectiveness of the upgrading of ex-addicts to para-professional positions; counsellor training to promote communication and understanding of subcultures; measures to help addicts to judge their own ability and readiness for work (too frequently they are placed on jobs prematurely or allowed to remain in school too long); the role of workshops to promote work adjustment.

In referring to this abstract please quote N° B 52820	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Developing countries

Author: -

Title: Approaches to employment problems in Africa and Asia

Bibliographical references: London, Commonwealth Secretariat, 1973, 93 p.(mimeo.). Price: £1.25

Translation

Subject analysis

Report concerning unemployment problems in Africa and Asia: current situation; extent and seriousness; causes; approaches to solutions; need for strong and immediate government action to generate employment opportunities; need to integrate educational plans with national economic objectives and to strengthen all types of out-of-school education.

Contents analysis

[This report contains two studies related to the problem of unemployment in Africa and Asia, in particular the problems of youth unemployment. This abstract deals only with the situation existing in Africa.]

During the 1960s almost all African nations placed high priority on rapid expansion of their systems of formal education as instruments of social and economic change. It soon became evident that this rapid expansion of school facilities and enrolments, especially at the lower levels of education, was leading to a major dilemna of absorbing educated youth into productive work once they had completed their schooling. Open unemployment among these young people has now become a central concern of governments and people.

Such widespread youth unemployment has a high social and economic cost. Given that the distribution of income and property is unequal in most developing nations, unemployment of this magnitude accentuates these inequalities by pressing down wages and the earnings of the self-employed. Furthermore, too great an exodus of educated youth from rural areas can lower farm production and retard agricultural modernisation. Such a rapid influx into the cities puts an enormous strain on municipal facilities leading to urban squalor and shanty towns. If a society becomes more and more divided into the "haves" and the "have nots" there is a distinct threat to national stability.

The view is sometimes put forward that in the long run the problem of jobless educated youth will solve itself. Exponents of "masterly inactivity" claim that given time educated youth will revise their expectations and settle for available employment with less-preferred employers or settle within modest, probably rural, family enterprises. Evidence shows, however, that this type of unemployment is not self-correcting and that the numbers of jobless become greater each year.

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In previous strategies for development the possibilities of raising labour utilisation have hardly been considered seriously. Rather than being an essential objective, the provision of employment is usually regarded as a by-product of development. Contrary to expectations, the greater the extent of progress made in improving the economy the greater the incidence of underemployment and of open unemployment.

It is evident that the employment problems of youth in most African countries can only be solved over the long term. It is equally evident that immediate action is needed in relation to the current situation. This means that governments have to step in with immediate crash employment and relief programmes, as otherwise the continual increase in unemployment could have most undesirable economic, social and particularly political consequences.

Generating significantly more jobs depends on measures taken by the central government throughout the economy: manpower policies related to maximum employment opportunities; external aid channelled increasingly to generating greater local employment; investigations to determine where the margins of advantage really are as between labour-intensity and capital-intensity in promoting development; reorganisation of land ownership and tenure; strategies for modernising agriculture; increased public work projects; appropriate fiscal policies; greater financial allocations towards building up the infrastructure of rural areas. These are the broad principles which should govern future action. However, it is only through analysis of specific national situations that detailed policies, likely to be successful, can be designed to generate substantially more employment.

Education and training, as an integral part of the processes of social and economic development, will have its important place in any new emphasis. Formal education must be aligned with national economic objectives. Greater attention must be given to out-of-school education which has been more or less neglected up to now. It must be integrated with the over-all national education plan. The problem is such that it calls for a high component of on-the-job training and other types of out-of-school education.

In referring to this abstract please quote N° B 52795	Trainee	Sector	ISCO	CIRF	Country United Kingdom
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Author:
Title:
Bibliographical references:

HUNT, Audrey, FOX, Judith, BRADLEY, M.
Post-training careers of government training centre trainees
London, Her Majesty's Stationery Office, 1972, 291 p. Price: £3.

Translation

Subject analysis

Report on an inquiry to investigate the careers of trainees from Government Training Centres: methodology; findings (trainee characteristics, attitudes to training, course evaluation, placement, career patterns, trainees and trade unions, job satisfaction); sample; questionnaire, tables.

Contents analysis

A survey has been carried out by the Social Survey Division of the Office of Population Censuses and Surveys, on behalf of the Department of Employment, in order to investigate the post-training careers of trainees during the two-and-a-half to three years immediately following their course at Government Training Centres (GTC) — in particular, the extent to which trainees remain in their training trade and any prejudice against GTC trainees on the part of employers, trade unions and work-mates.

The survey covered GTC trainees who completed their training course (1) in the last 4 months of 1965; (2) during the first two quarters of 1966. 4,256 trainees were interviewed (72% of the total sample), and asked to fill in a questionnaire covering previous employment, experience of government training centres, post-training job history, family circumstances and job satisfaction.

Population: all the trainees were men. 58.1% were under 30 years of age at the time of the course. 10.5% were unemployed, 4.4% were sick and 5.3% were in the armed forces prior to GTC entry. 15% were disabled.

The trainees' principal source of information about GTCs was: employment exchange, 39.5%; personal contacts, 29.6%; advertisements, 12.5%. Of the disabled 49.6% named the employment exchange and 26.8% medical sources. The main reason for going to a GTC (given by 70.1%) was the desire to acquire a skill.

Choice of training course: 92.6% had received training in a trade which was their first or second choice.

Course evaluation: 49% of the trainees thought the course was too short, 4.4% thought it was too long. A substantial minority (21.6%) were critical of the course. The main criticisms were "not practical

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enough", 17%; "too much time spent on out-of-date practices", 9.4%; "rushed things too much", 8.8%. The desire for more practical work was given greater emphasis in answers to specific questions about the amount of practical work and lectures.

Family circumstances: 59.3% of the trainees were married. Nearly 75% had dependent children. 30.7% reported financial difficulties during training.

Job placement: 58.1% of 1st jobs were obtained through official agencies (GTC – 41.3%, employment exchange – 16.8%). Thereafter the GTCs help was practically never invoked and the main sources of information were personal inquiry at firms, through friends or relatives and press advertisements. 22.9% believed that GTC officials could have given them more help in securing employment.

Subsequent employment patterns: in the 3 1/2 years since the course, trainees had had, on average, 3.31 jobs. 57% had always worked in their training trade since leaving the GCT. 5.9% had never done so. 90.2% of 1st jobs were in the training trade (20.2% not at full status). At the time of the interview 64.1% of jobs were in the training trade (6.2% not full status). The percentage of trainees working out of the training trade rose between 1st and 2nd jobs: from 10.3% to 38.9%.

Rates of pay: 38.6% of trainees said the take-home pay in the 1st job was as expected. 34% said it was less and 18.9% that it was more. Roughly one-seventh of trainees were not paid the recognised rate for the job after more than two and-a-half years.

Trade union affiliation: before going to GTC 45.2% of trainees had been members of trade unions; at the time of interview the percentage was 55.8%. For most trainees, particularly the younger ones, the question of trade union membership is of minor importance.

In 36% of all jobs done by trainees there was no union organisation. Where union organisations existed, recognition was not accorded to 45.9% of 1st jobs. This fell to 24.6% at the time of the survey. Just under three-quarters of the trainees said the attitude of the trade union made no difference to them in their post-training careers.

Job satisfaction: apart from the financial benefits (63.7%) which may accrue from GTC training, other benefits mentioned were: job security, 24.4%; greater interest in the job, 38.3%; good working conditions, 19.9%; pleasant work-mates, 17.6%; greater responsibility, 9.3%; career prospects, 7.5%.

Attitude to GTCs: 90.3% of trainees would recommend others to undertake GTC training. However, 42.7% admitted disadvantages, of which work-mates' and employers' antagonism to trainees are the most important.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52782	Adult	–	–	2	Austria 436

Author: GSCHIER, J.

Title: Die berufliche Mobilität der Studierenden des Zweiten Bildungsweges

Bibliographical references: Erziehung und Unterricht, Wien, Vol. 122, No. 3, March 1973, p. 180-186.

Translation: The occupational mobility of students following the second channel for entry to higher education

Subject analysis: Article based on a study of the student population of educational establishments providing the second channel for admission to higher education: choice of intended second occupation; alteration or maintenance of this choice; relationship between the actual and the intended new occupation; difficulties.

Contents analysis

A study of some magnitude conducted in 1971 in the Austrian province of Styria produced some interesting findings on the type of studies undertaken by gainfully occupied persons.

When gainfully occupied adults undertake further education in institutions of what is known as the "second channel" (Zweiter Bildungsweg) for admission to university or other higher education colleges, they have generally made a clear choice, at the outset, of the second career they hope to follow.

Out of a group of 250 students studying at these "higher education schools for persons already in employment" (allgemeinbildende höhere Schule für Berufstätige), only 14 changed their original choice during the course. Out of 46 students who started with the intention of becoming secondary school teachers, 3 turned to other careers; out of 32 whose original choice was the legal profession, 3 also changed their mind. The group of 37 persons who had chosen to enter the teaching profession (up to junior secondary level) increased by 7; the 24 who had selected senior technician level courses increased by 3.

The 250 men and women in the sample were employed in one of the following occupational fields while pursuing their studies:

(a) retail salesman, technical salesman, civil servant (142);

(2) skilled worker, craftsman (80);

(3) miscellaneous (28).

The careers for which they had undertaken the preliminary studies were:

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	Current occupation			
	Groups			
Intended career	1	2	3	Total
Medicine	9	4	3	16
Theology	-	1	2	3
Law	17	10	2	29
Technology	17	18	3	38
International commerce	1	-	1	2
Agronomy	-	1	2	3
Social and economic sciences	5	3	-	8
Music and other arts	4	4	3	11
Pharmaceutics	3	-	1	4
Pedagogics, psychology	8	3	2	13
Biology	3	3	-	6
Interpretation	4	1	2	7
Teaching, senior secondary school	32	15	3	50
Teaching, junior secondary school	35	16	3	54
Miscellaneous	4	1	1	6

The table shows that in most cases the choice of second career is influenced by the current occupation. The students are of mature age. When embarking on a new road, they endeavour to turn their previous knowledge and experience to account. The further one advances in age, the more difficult it is to enter for a completely different occupation.

The studies in these second channel institutions are arduous. Great personal effort is called for on the part of the participants to rectify the effect of inequality of opportunity suffered in earlier life. The student encounters difficulties which he has already experienced: prejudice from teachers and from their fellow students, difficulty in putting thoughts into words, classes lacking in homogeneity because of the widely diverse origins and standards of the participants. It is important, however, that the schools increasingly achieve their purpose of opening a door to the educationally underprivileged groups of society: women, adults from working class families and from rural areas. The industrialised provinces should give this second channel of education the support that it requires and so encourage the growth of institutions which help to create an invaluable "pool of talent" (Begabungsreserve).

In referring to this abstract please quote N° B 52515	Trainee	Sector	ISCO	CIRF	Country
	Young	-	-	2	France 44

Author:
Title:
Bibliographical references:

GEORGES, A.
Insertion professionnelle des élèves diplômés des IUT de Lorraine
Informations SIDA (Supplément), Lille, Vol. 21, No. 221, Sept. 1972, p. 11-39.

Translation

Career patterns of graduates of the University Institute of Technology of Lorraine

Subject analysis

Survey among graduates of University Institutes of Technology since their establishment: sample and method; findings; career patterns; graduates' opinions on their training; views of employers; recommendations.

Contents analysis

[The University Institutes of Technology (Instituts universitaires de technologie — IUT) run 2-year courses for higher technician level personnel for industrial, commercial and administrative functions. The courses lead to a University Diploma in Technology (diplôme universitaire de technologie — DUT) — [cf. abstract No. 1/B 5625, Vol. 4 and 1/B 11175, Vol. 5].]

A survey has been made of the career patterns of graduates from the IUT of Lorraine, a region where the demand for technician level personnel is very strong, owing to the rapid expansion of the processing industries and the service sector, and where IUT capacity is not fully taken up.

Sample and method

A questionnaire was sent to 839 graduates of the following faculties: mechanical engineering — 219; applied biology — 210; data processing — 95; business administration — 90; information services — 80; marketing — 53; civil engineering — 35; chemical engineering — 35; quantity measurement — 22. The average age of graduates was 22-23 years.

The questionnaire included questions on: personal data; course taken and DUT diploma obtained; any further education at a higher level; employment position; opinion on IUT training received; the relationship of training to employment.

The views of employers in the area who were employing or had employed the services of IUT graduates were obtained by direct interview.

Findings

655 questionnaires (78%) were returned. Of graduates replying, 46% were in employment; 23% still had to do their military service; 17.5% were taking full-time university degree courses; 6% were taking more

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or less part-time courses; 5% were doing a period of practical training. The graduates in employment were in the following occupational fields: teaching, 14.5%; iron and steel, 9%; food industries, 8.5%; health services, 8%; dairy industry, 7%; agriculture, 6%; chemical industry, 6%; public administration, 6%; other service activities (private), 6%.

Practically all the graduates had had to take pre-employment training courses. One graduate in three had already had the possibility of following a further training course; 82% of them were satisfied with their jobs.

Graduates' opinions on the IUT

- The multi-purpose training at the IUT was generally considered satisfactory, but the practical training was thought weaker than the theoretical side, and this could cause problems at work; the training was not related to the job as far as graduates with a DUT diploma in teaching were concerned.
- The compulsory practical training period (usually 4-12 weeks at the end of the 2nd year) was too short.
- There was a lack of information about employment openings for DUT diploma holders and employers knew very little about the potential of manpower turned out by the IUT and about the graduates' skills.
- They were often in competition with university graduate engineers whose training had a higher market value than that of the IUT graduate.

Views of employers

- The general education and the attention given to social sciences was appreciated, but IUT graduates were thought to lack sufficient practical training, with the result that their work lacked precision.
- Graduates were very open to the prospect of continuing training.
- A large number of IUTs had been set up in areas where they had insufficient industrial backing.

Recommendations

1. The introduction of a 3rd year, with a more practical content and which would give a better preparation for active working life, should be considered.
2. The end-of-course practical training period should be followed by further training either in an IUT or in some other organisation.
3. Some way of reducing the excessive number of IUT graduates going on to university courses should be looked for.
4. The position of IUT teaching graduates should be looked at, from the point of view of their integration in the national education system.
5. An information service was needed to tell both students and employers about the objectives of IUT training, the diploma content and the openings available.
6. There should be close and permanent links between the IUT and local industry.
7. Industry should be consulted about any proposal to site an IUT in their area and about syllabi, so that training could be aligned realistically with occupational opportunities.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52509	-	-	-	2	United States of America 73

Author: -

Title: Work in America

Bibliographical references: Cambridge, Mass., London, The MIT Press, Massachusetts Institute of Technology, 1972, 262 p.

Translation

Subject analysis

Book on the central function of "work" in the lives of adults: current dissatisfactions; work and health; redesign of jobs; education as a precursor to satisfying work; government, management and trade union roles; appendix (case studies in work humanisation); bibliography. [This abstract deals only with the general framework of the argumentation.]

Contents analysis

This report was prepared by a special task force to the Secretary of the Department of Health, Education and Welfare under the auspices of the W.E. Upjohn Institute for Employment Research. It examines facts about the current nature of the work that have ominous implications for social and economic prosperity. The task force reviewed current literature and special papers were commissioned through the Upjohn Institute for those issues identified as requiring further study. Widescale interviews were also carried out with blue-collar and white-collar workers.

Dull, repetitive, seemingly meaningless tasks, offering little personal challenge or autonomy, are causing discontent among workers at all occupational levels. One of the main problems is that work has not changed fast enough to keep up with the rapid and widescale changes in worker attitudes, aspirations, and values. Many workers at all occupational levels feel locked in — the opportunity to grow lacking in their jobs, challenge missing from their tasks. Work related problems often result in declining physical and mental health, greater family and community instability, less balanced socio-political attitudes, and increase in drug abuse, alcohol addiction, aggression, and delinquency. Workers and society are bearing medical costs that have their genesis in the workplace.

Experiments show that productivity increases and social problems decrease when workers participate in the work decisions affecting their lives, and when their responsibility for their work is buttressed by partcipation in profits. The redesign of jobs to permit participation must go well beyond what has been called "job enrichment" or "job enlargement"; the aim is the humanisation of work.

Clearly, the first and most important element in job satisfaction is to have a job. The quality of work cannot be dealt with adequately until there is a sufficient quantity of work. However, the creation of disatisfying jobs is an inadequate response to the problems of unemployment.

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The quality considerations that play a role in the redesign of jobs and in the retraining of workers must go hand in hand with the quantity issues in a comprehensive approach to creating jobs.

Despite the adverse inflation-unemployment trade-off, there are many steps that can be taken which, while keeping inflation at reasonable levels would permit the adoption of a vigorous job creation policy. There should be basic redesign of jobs to allow more individual responsibility and autonomy. There should be retraining or "self-renewal" programmes for any worker who wants job mobility or a second career; there should be government commitment to a "total" rather than to a "full" employment economy, which leaves approximately 4.5% of its citizens without jobs. Such a commitment would require the government to adopt selected expansionary monetary and fiscal policies to maintain the maximum amount of employment consistent with tolerable rates of inflation. It follows that if autonomy, participation, challenge, security, pay, mobility, comfort, and the opportunity for interaction with co-workers are increased, the satisfaction of workers with their jobs should increase.

While in the short run such measures for job creation might require extra funding from the Federal government, in the longer run the increased employment should result in significant reductions in costs for welfare, unemployment compensation, manpower programmes for disadvantaged, crime protection and control, and social services.

There are specific roles for government, management and trade unions in the redesign of work. Governments can and should act as a catalyst to encourage and aid union and management efforts to redesign work. The failure to do so will result in ever increasing social costs. Steps could be taken to set up a public corporation to provide a resource to which management and labour can turn for advice and assistance. However, work redesign is not a sufficient response to the problems that arise. Today's challenge to the educational system is to produce satisfied workers. The new emphasis on "career education" in the secondary education system [cf. abstract No. 1/B 49205, Vol. 11] will succeed only to the extent that the concept develops within an understanding of the current problems that exist in the world of work. The proper precursor to satisfying work is a satisfying education. Schools should be viewed as workplaces as much in need of job redesign as other workplaces.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52472	-	-	-	2	United Kingdom 42

Author: -

Title: Employment and training: government proposals

Bibliographical references: London, Her Majesty's Stationery Office, 1973: Cmnd. 5250, 14 p. Price: £0.13^{1}/2.

Translation

Subject analysis

Command paper outlining the Government's proposed new organisational structure for employment and training: main bodies and their functions (Manpower Services Commission and subsidiary agencies); powers and responsibilities; staffing; counselling and rehabilitation; timing.

Contents analysis

The Government propose to reform the arrangements for promoting the efficient working of the employment market, including the youth employment service and the industrial training board system. Essentially the purpose is to achieve better co-ordination of employment, training and counselling services and to ensure that the activities of these services, of the education authorities and of industry are in line with and promote general manpower policies.

The new structure for achieving these objectives will consist of:

- a Manpower Services Commission and its subsidiaries, the Employment Service Agency and the Training Services Agency;
- the industrial training boards set up under the 1964 Industrial Training Act [cf. abstract No. 1/09825, Vol. 3];
- the local education authorities;
- the Agricultural Training Board.

The Manpower Services Commission will have a tripartite structure, consisting of a chairman, 3 representatives of employers' and 3 of workers' organisations, 2 persons appointed after consulting organisations representing local authorities in England and Wales and in Scotland respectively, and one after consulting professional education interests.

Within the context of general manpower policies agreed with the Secretary of State for Employment, the Commission will be responsible for: planning, developing and operating the public employment services, the Professional and Executive Recruitment Service (PER), the Occupational Guidance Service, etc.; promoting training for employment (e.g. the Training Opportunities Scheme); co-ordinating the work of the industrial training boards; providing employment, training and rehabilitation services for the disabled; collecting statistical and other information

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from employers; conducting or supporting research. It is to replace the present Central Training Council.

The Employment Service Agency (at present operating within the Department of Employment) and the Training Services Agency being set up within that department, are the executive arms of the Commission. Under its direction they are to be responsible for the operational activities of the Commission and for co-ordinating the work of the industrial training boards.

The industrial training boards will no longer be obliged to raise a levy but will still have the power to do so. The Commission may direct a board to submit levy proposals but any such levy will normally not exceed 1% of the payroll. Firms or establishments with adequate training standards will thus be freed from the complications of the levy/grant system, while still availing themselves of boards' services. Boards will have both the authority and the responsibility to secure adequate training in their industries; their proposals will be submitted to the Commission for approval. Since many firms will not be paying levy, the administrative expenses of boards will be met by the Commission.

Local education authorities must arrange vocational guidance services for people attending educational institutions and an employment service for people leaving them. Young people who, after they have first entered employment wish to continue to use the services of the local education authorities should be free to do so; local education authorities should be able to keep in touch with those whom they have helped. The authorities will be relieved of some of their former administrative duties; they will be expected to consult and co-operate with each otherwith a view to achieving efficient performance.

Agricultural training is to be the responsibility of the respective agricultural ministers and forestry training will remain that of the Forestry Training Council (as since 1971). The Agricultural, Horticultural and Forestry Industry Training Board will be renamed the Agricultural Training Board. It will retain its present composition and be independent of the Training Services Agency.

The new arrangements should become operative in the course of 1974.

[A Bill to introduce the new structure and amend the relevant passages of the 1964 Industrial Training Act — the Employment and Training Bill — was put before Parliament in March 1973. London, HMSO, 1973: Bill 82, 53 p.]

In referring to this abstract please quote Nº B 52431	Trainee Adult	Sector Agriculture 1	ISCO –	CIRF 2	Country India 54

Author: Title: Bibliographical references:	MATHUR, J.C. Adult education for farmers in a developing society New Delhi, Indian Adult Education Society, 1972, 233 p.
Translation	
Subject analysis	Book on the contribution that can be made by adult education programmes to modernising agriculture: implications of a new integrated approach; functional literacy; use of mass media; specific rather than global orientation of adult education; role of research and the universities; voluntary organisations; appendices.

Contents analysis

[This book points out the potential of adult education programmes in spreading the benefits of new agricultural techniques to agricultural workers. This abstract deals only with the general implications of a new approach to such programmes if they are to be successful.]

Agricultural development in India has been characterised by the following stages: introduction of high-yield seeds; utilisation of pesticides and fertilizers; increase in the demand for credit facilities. The results have benefited a relatively small number of farmers. The next step is to spread the benefits of new agricultural technology to a wider circle especially to small farmers and landless agricultural workers. In this respect adult education has a major role to play.

Further agricultural development calls for a systems approach to the inter-relationships affecting agricultural development in specific areas. This will enable adult education programmes to be organised within the supportive framework of a vast network of resources all directed towards educating the agricultural population. For example, adult education must be harmonised with the advice given by credit companies, central marketing agencies, manufacturers of agricultural products and others.

To be effective, farmers' education and training needs a new approach taking into account inputs from other sources. The implications of such an approach are outlined below.

1. Adult educators must identify those economic development schemes in which adult education can and should be a critical factor.

2. New techniques must be linked to a training and educational programme to equip farmers to make use of such techniques.

3. Functional literacy must be reconceived. The adult educator should consider the preparation of vocabulary for specific production programmes.

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4. If, in a particular area, an agency is promoting the use of a particular input — be it machinery or crops — then there are highly favourable conditions for the introduction of an educational programme.

5. Adult education can no longer be planned on a territorial basis. It must be organised for specific production programmes and for the localities or regions in which such programmes are implemented:

(a) in areas where river valley projects have brought new land under irrigation, farmers should be taught skills which will enable them to get the maximum output from the newly available water;

(b) land reforms which provide land to farmers who were formerly landless should be accompanied by training programmes on how to maximise the productivity of such land;

(c) where the land has been newly reclaimed or where owing to a transfer of population, people have to be newly settled, there is need for a training programme both in appropriate agricultural methods and in the way of life of the area.

Furthermore, certain pedagogical principles are essential if adult education for farmers is to be successful: (1) prior identification of problems relating to individual people, local geographical conditions, economic conditions and government regulations; (2) establishment of the relationships between various farming operations in order that trainees will understand the repercussions resulting from the introduction of new techniques; (3) use of practical demonstrations at the place of work as the main method of instruction; (4) continual updating of training methods; (5) an environment of equality between the instructor and the learner; (6) the creation of continued motivation to learn, supported by correspondence courses, follow-up leaflets, sale of subsidised books at subsidised prices, local discussion group etc.

The use of mass media for adult education programmes is a national necessity in a country with limited resources. Such programmes should be carefully planned within the over-all framework of all other activities. They should be planned, implemented and reviewed by a multi-disciplinary team which includes agricultural experts and adult educators.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52399	-	-	-	2	Switzerland 494

Author: JERMANN, M., et al.

Title: Bildungswesen, Arbeitsmarkt und Wirtschaftswachstum

Bibliographical references: Berne, 1972, 279 p. Price: Sw. Fr. 32.

Translation: Education, the employment market and economic growth

Subject analysis: Research report on the relation between education and training, the employment market and economic growth: preliminary sketch of a model for analysing and forecasting the long-term evolution of the occupational qualifications of the active population.

Contents analysis: [The author and his research team consider that the value of this report lies less in the quantitative data it gives than in the basis and methods suggested for the planning of education and training. The report has aroused keen public interest, however because of the substantial oversupply of university graduates it suggests for the future.]

Research objectives. The aim was to show that a very wide range of factors influence the system of education and training, and that an attempt must be made to project its probable long-term evolution in relation to the general aims of economic and social policy.

The structure and evolution of the employment market are also subject to the interplay of a very large combination of socio-economic factors. It was thought best to begin by studying employment supply and demand separately, and then to compare the findings in the form of a "balance sheet", so as to determine the likelihood of various shortfalls and oversupply in trained personnel.

The table which follows sets out the essential findings.

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Training "balance sheet" Projections for 1980

	Total manpower available	Manpower needs	Shortfall or surplus (as % of needs)
I. Level of training			
(Schools)			
Primary	1,828,947	1,768,340	+ 3.4
Junior secondary	760,826	882,742	- 13.8
Senior secondary	200,816	226,090	- 11.2
Technical secondary	82,109	55,482	+ 48.2
Post-secondary	189,357	129,501	+ 46.2
Total	3,062,155	3,062,155	
II. Field of specialisation			
Theology	7,510	13,084	- 42.6
Medicine	32,650	20,672	+ 59.2
Law, economics, social sciences	48,087	37,144	+ 29.5
Philosophy, literature	32,650	12,571	+ 159.7
Natural sciences	38,611	22,472	+ 87.0
Technical specialities	26,540	22,472	+ 18.1
Agronomy and forestry	3,043	2,908	+ 4.6
Total	189,091	130,323	

In referring to this abstract please quote N° B 52253	Trainee	Sector	ISCO	CIRF	Country
	–	Education 931	–	2	International

Author:
Title:
Bibliographical references:

PSACHAROPOULOS, G., HINCHLIFFE, K.
Returns to education
Amsterdam, London, New York, Elsevier Publishing Co., 1973, 216 p.

Translation

Subject analysis

Book on an international comparison of returns to education: rate of return estimation procedures; profitability studies analysed; rate-of-return patterns; the allocative efficiency of investment in education; human versus physical in economic growth; behavioural models; cost and earnings structures.

Contents analysis

This book is one of a series on problems related to the economics of education. It tries to answer the question: What is the connection between the number of educated people and the productive efficiency of the economy? It reviews 53 case studies of the returns to education representing the experience of 32 countries.

Although further research is needed in order to provide conclusive answers to the questions asked, the results presented in this study seem to indicate the following general conclusions.

- Education has both a private and a social monetary return which are substantially higher in less developed than in advanced countries. This statement does not deny that education has other than monetary effects. All it says is that by treating education as a form of investment it is possible to quantify at least one of its multiple effects.
- The most profitable educational level in most countries is the primary one, while higher education shows a modest monetary return, particularly in advanced countries. This suggests that arguments for universal primary education based on human rights are also supported by good economic sense.
- Returns to investment in human capital are well above the returns to physical capital in less developed countries, while the two types of return are of almost equal magnitude in advanced countries. This suggests that less developed countries should give greater emphasis to investing in human as against physical capital, while in advanced countries considerations other than economic returns (e.g. equal opportunity) must be invoked to justify the further expansion of the educational system.
- Investment in education contributes substantially to the rate of growth of output in most countries, particularly in the developing countries.

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- Labour with secondary educational qualifications seems to contribute more in output than it is paid for. Secondary school leavers seem to receive about half of what they contribute to production; primary school leavers seem to be slightly overpaid.
- Higher education is very expensive in relation to the other levels of education, particularly in less developed countries. This suggests that planners should be particularly careful to assess the benefits from this level of education before proposing expansion.
- The widely debated issue of whether a country should emphasise technical secondary rather than general secondary education was not resolved, since the evidence assembled was contradictory on this point.
- Earnings inequality by educational level decreases as the level of development rises, but the growth of physical capital in the developed countries appears to work against further movements towards earnings equality.
- There is a high degree of substitution in production between different types of educated labour. This suggests that future expansion of the educational system should be based on calculations of relative costs and benefits rather than on manpower needs.
- There is a very handsome return for those who graduate in the home country and subsequently emigrate to the United States. This economic payoff explains the phenomenon of the brain drain better than more conventional measures such as differences in the standard of living.

The countries covered by the study are: Belgium, Brazil, Canada, Chile, Colombia, Denmark, Germany, Ghana, Greece, Hawaii, India, Israel, Japan, Kenya, Malaysia, Mexico, Netherlands, New Zealand, Nigeria, Northern Rhodesia, Norway, Philippines, Puerto Rico, Singapore, South Korea, Sweden, Thailand, Turkey, Uganda, United Kingdom, United States of America, Venezuela.

Appendices: The sensitivity of rate of return estimates to the shape of the age-earning profile: comparative information on the contents of existing profitability studies; sources of rate of return estimates; unit social costs by educational level; estimation of human and physical capital per member of the labour force; distribution of the labour force by educational level and relative wages; rate of return patterns and alternative measures of development; statistical tables; bibliography.

In referring to this abstract please quote N° B 52193	Trainee Adult	Sector –	ISCO –	CIRF 2	Country Cameroon 671.1

Author:
Title:
Bibliographical references:

LENGLART, J.
Les zones d'actions prioritaires intégrées (ZAPIS) de l'Est Cameroun
Paris, Centre de recherches coopératives, Bureau d'études coopératives et communautaires, 1972, 470 p. + annexes (mimeo.).

Translation

The integrated priority action zones of East Cameroon

Subject analysis

Study of a comprehensive regional development programme (training, agriculture, communications, trade, credit); description; conclusions. [This abstract summarises only the general lines of the training component.]

Contents analysis

The "integrated priority action zones" (zones d'actions prioritaires intégrées — ZAPIS) represent an approach to development based on the systematic creation of appropriate structures for the improvement of agriculture, of trade, of communications (particularly roads), of credit facilities, etc. Education and training form part of this co-ordinated development strategy, which advances on all fronts simultaneously. The intention is that the organised rural communities will progressively take over their own social and economic development and their own training, and achieve financial independence within five years.

The ZAPIS have been gradually introduced in different parts of East Cameroon, beginning in 1967-68. They have accumulated a wealth of experience. In 1970 a study was made of the project in order to assess the part played by training in the establishment of regional and local organisational structures. The study was restricted to one region. [This abstract outlines the chapter dealing with training and education, particularly the characteristics of training which may be regarded as problems for which solutions are progressively being found.]

Characteristics of training in the ZAPIS. Training is of crucial importance for the project as a whole, in view of the ZAPIS' objectives (taking over of development by the rural workers as soon as they are able to do so, and financial autonomy within 5 years). Training must therefore take into account development objectives and have a dynamic quality both in its theory and practice. Intended mainly for adult rural workers immersed in their work, family and social lives, it must avoid treading too narrow a path, since such people have little leisure and look for rapid, tangible results.

Training is an investment for the future, which should be expected to pay for itself, at least in the long run. To train the rural workers themselves would be too expensive, hence the policy has been to train instructors from the same milieu who pass on their training to the masses.

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In the beginning these individuals do not always possess the competence, particularly the technical competence, needed to make an effective contribution to the success of the project. They also require appropriate pedagogical and general training before they can communicate what they have been taught.

A distinction is drawn between training in the strict sense, conducted mainly in organised courses, and informal training imparted through ordinary working relationships and through the contacts between the instructors and the rural population. Training in any event always has a mutual character: the trainer trains himself by contact with the person he trains.

The lessons learnt during the training sessions are diffused in the course of these daily contacts. To be concerned with the problem of training while carrying out development programmes can interfere with the smooth running of the programmes and may have financial repercussions; still, it seems worthwhile to take administrative risks, since the final goal is more than mere production. The structures being set up must be conducive to learning, but so must the attitude of the persons living within the structures.

Organised training is the responsibility of everyone, not only of the training specialist. The instructor takes the initiative, co-ordinates activities and calls on the assistance of others according to the skills they have to offer, and little by little his role becomes less conspicuous. He follows the impact of informal training, observes the problems and calls on the assistance of others to an even greater extent.

The training is closely linked to the different structures on which the economic and social development of the zone depends. The instructor is therefore an agent for the transmission of specific directions and decisions along with his responsibilities for providing general training.

In conclusion, the first 3 years' experience with the ZAPIS shows that while training has an impact throughout the project, it suffers from limitations (time, finance). Its economic return is long-term and is difficult to quantify. It is part of an integrated system and should be treated as such. Only in this way will its efficacy grow. Experience also shows that to obtain the best results there should be an autonomous training service, particularly with respect to finance.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 51907	Handicapped (physical)	–	–	2	United Kingdom 42

Author: –

Title: The education of the visually handicapped

Bibliographical references: London, Her Majesty's Stationery Office, 1973, 154 p. Price: £1.

Translation

Subject analysis: Report on the organisation of education services for the blind and partially sighted: statistical data; current trends and problems; medical services; needs of children under 5 years old; organisation of schools; curriculum and teaching aids; further education; higher education and vocational guidance; teacher training; need for national plan; recommendations.

Contents analysis

A Committee of Inquiry was appointed by the Secretary of State for Education and Science in October 1968 with the following terms of reference: "to consider the organisation of education services for the blind and the partially sighted and to make recommendations". Some of the major recommendations made by the Committee are outlined below.

1. A national plan should be drawn up for the distribution, organisation and management of special schools and other educational services for the visually handicapped.

2. In the national plan consideration should be given to the need for a more even regional distribution of facilities for education, vocational guidance and medical assessment of the disability factor.

3. The Department of Education and Science should co-ordinate the regional plans and establish a national committee to promote and oversee the execution of the national plan.

4. A residential centre should be established serving the whole country to provide social training for blind young people who have severe additional handicaps and are not likely to respond to vocational training.

5. All schools for the visually handicapped with pupils of secondary school age should enable as many students as possible to take courses leading to recognised public examinations.

6. Schools for the visually handicapped should maintain close liaison with further and higher educational establishments for the sighted, to facilitate the assimilation of visually handicapped students.

7. Generous grants should be given by local education authorities to visually handicapped students attending post-secondary vocational or educational courses.

8. For the visually handicapped, vocational guidance should begin at least 2 or 3 years before leaving school and for children in residential

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schools this guidance must be given in close consultation with the parents and with the local careers officer.

9. A case conference should be held by a team of experts for every visually handicapped pupil. The composition of the team will vary but it should always include the careers officer.

10. No blind children should go straight into employment at the age of 16 but should continue full-time education and/or training until they are at least 17 years old.

11. At least two years' experience in ordinary schools is essential before teachers enter schools for the visually handicapped. In addition, teachers of the partially sighted should be required to obtain additional specialised qualifications, as is the case for a teacher of the blind.

12. Teachers of the blind and partially sighted should be required to obtain further teaching qualifications through a full-time or a part-time course. As it is desirable that the blind and partially sighted be educated in the same school this points to a common syllabus.

13. Further research should concentrate on: (1) large-scale surveys to collect basic data such as incidence of handicap, employment patterns, training facilities, etc.; (2) psychological studies of the cognitive and emotional characteristics and development of visually handicapped children; (3) studies relating to educational abilities and teaching methods; (4) systematic experiments, within the context of the national plan, with the education of visually handicapped children in ordinary schools.

[Appendices: comprehensive statistics on the blind population, visual and audio-visual aids, mobility training, teacher training, etc.]

In referring to this abstract please quote Nº B 51542	Trainee Young	Sector -	ISCO -	CIRF 2	Country Developing countries

Author:
Title:
Bibliographical references:

COSTA, E.
Youth training and employment schemes in developing countries: a suggested cost-benefit analysis
Genève, International Labour Office, 1972, 109 p.
Price: Swiss francs 10.

Translation

Subject analysis

Report on a study carried out to develop a method of assessing the costs and benefits of youth service schemes in developing countries: methodology; estimation of costs and benefits in relation to training, production activities, and land settlement schemes; conclusions; case studies in Kenya and Ceylon.

Contents analysis

[This abstract deals only with the general implications of the study.]

A number of schemes have been devised in developing countries in recent years to provide both training and employment for out-of-school unemployed youth. There is a wide variety of views about the efficacy of such schemes, which are often regarded as being particularly costly.

A study has been carried out to suggest a workable method of calculating the internal costs and benefits of a particular youth service for the national economy. Information was based on field visits to Ceylon, French Guiana and Réunion, Guadaloupe, Kenya, Martinique, Peru and Tunisia. No attempt is made to compare results as the diversity of national conditions prevent valid comparisons.

So far, special youth training and employment schemes have been launched through: (a) "civic" services which are organised by the public authorities on either a compulsory or a voluntary basis; (b) compulsory national services in which young men of military age are engaged exclusively in work on development projects. In terms of economic purposes, most schemes can be classified under 3 headings: (1) schemes which do not involve production; (2) schemes combining training with production; (3) schemes to settle or resettle young people on the land.

Costs and benefits were estimated in terms of social values or utility and not in purely financial terms. Both were calculated for the national economy and not for the young people as individuals. An attempt was made in each part of the analysis (costs and benefits of training, production and land settlement) to allow not only for direct costs and benefits but also for those that are indirect, in so far as they can be estimated, e.g. inculcating a sense of nationality, civic consciousness and initiative, a possible improvement in health and hygiene, a decrease in delinquency.

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The conclusions highlighted the complexity and degree of conjecture involved in calculating the benefits of youth services. Although the real and opportunity costs of youth training and employment schemes are indeed rather high, their social benefits, mainly derived from the training provided, should not be under-estimated. But any balancing of the budget would appear out of the question.

Since the benefits of the training given by youth services are their main achievement, the adjustment of the length of the period of service to coincide with the optimum duration of training necessary can be of cardinal importance to the benefit-cost ratio. Further research must be carried out into the maximation of benefit-cost ratios along these lines.

In the case of settlement-oriented schemes it is essential to ensure: follow-up by the management of the services after settlement; assistance in marketing; that the settlement villages and centres are as far as possible self-contained.

The greatest need, as far as production-oriented schemes are concerned, is for greater efficiency at the work site. The return on these activities is low, even though the youths can be regarded as constituting free labour if the structural costs of the service are left out of account. Supervision by regional and local authorities is probably the best way of encouraging higher output.

No government has so far decided that those benefiting from the labour investment schemes carried out by youth services should be required to make any payment or to pay a special tax. If such a payments system were to be found politically acceptable, it would help finance the services and lighten the short-term burden on the State budget by obtaining part of the necessary resources from those who directly enjoy some of the benefits that such youth services create for the economy.

In referring to this abstract please quote Nº B 51517	Trainee	Sector	ISCO	CIRF	Country Paraguay
	–	–	–	2	892

Author:
Title:
Bibliographical references:

MAS GARCIA, A.
Promoción profesional de trabajadores en Paraguay
Asunción, Centro de Promoción Profesional de Trabajadores (PPT), 1972, 143 p.

Translation

The occupational advancement of workers in Paraguay

Subject analysis

Study on the occupational advancement of the labour force: survey of present situation (population, employment, level of education); the education and training systems; the PPT network for adult training (purpose, scope, methods).

Contents analysis

In 1970 Paraguay had just under 2.5 million inhabitants, with a large number of Paraguyan nationals emigrating to work in the neighbouring countries of Argentina, Brazil and Uruguay (1962 figure: 450,000). The population growth rate has risen from 2% in 1950 to 3.1% in 1970 and is expected to continue to rise. As a result, the youth population of the country is steadily increasing.

The present active population (12 years of age and over) is estimated at some 800,000 workers. Over the past 20 years the country's unemployment rate has risen from 2.7% to 6%. Most of the active population is engaged in the primary sector (56.86%), with 18.5% in manufacturing and 24.7% in the tertiary sector. As regards occupational structure, the Planning Bureau Secretariat (Secretaría Técnica de Planificación), has estimated that 73.3% of the population are operatives and artisan trades workers, 14.6% work in the service occupations, 8% are white-collar workers and sales staff, 3.1% are professional and technical staff and 0.9% are management and assimilated administrative staff.

Education and training

The formal education system (primary schooling, secondary schooling, technical education and higher education) provides for 8 years of compulsory schooling (from the age of 7 to 14 years), but the number of illiterates is still estimated (1970) as 27% of the population. Formal education is backed up by a number of educational activities outside the school system: rural schools; co-operative and agricultural training; vocational training for operatives and artisan craftsmen, for clerical employees and skilled manual workers; training for supervisors and for administrative and management staff [for an abstract on the functions and activities of the National Service for Occupational Advancement (Servicio Nacional de Promoción Profesional) in this connection, cf. abstract No. 1/L 197, Vol. 11].

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The facilities available for technical and vocational training are generally regarded as inadequate, both quantitatively and qualitatively. School-based technical education and training can be criticised for being unco-ordinated, as well as for a lack of clear definitions as regards level of training and admission requirements. The education and training given outside the school system suffer from much the same shortcomings. Both formal and informal education and training have been allowed to grow virtually unplanned and without adequate attention to priorities. In large measure these deficiencies can be explained by the multiplicity of ministries, organisations and public and semi-public as well as private bodies active in this field.

PPT Project

The function of the Centre for the Vocational Advancement of the Workers (Centro de Promoción Profesional de Trabajadores — PPT) is to solve some of the problems and fill some of the gaps described above. The PPT consists of a permanent centre with workshops, classrooms and administrative offices, and a number of mobile workshops (taller rotativo) which will act as mobile centres in rural areas and the outlying districts of Asunción. Initiated principally for industrial and artisan trades training, it is to be extended to include various agricultural occupations.

The training is destined essentially for adult workers in manual occupations at specialised and skilled-worker level: short (2-6 months) courses designed for character development as well as skill training; initial training as well as further training. It is geared to the needs of the individual but also takes into account the economic and social needs of the community, the employment situation, etc. It should lead to a general upgrading of the skills and knowledge of the labour force and is intended to reach a maximum number of workers for a minimum unit cost.

The method followed is specially designed for the training of adults: small groups; a syllabus with a heavy practical component (75% workshop practice); close integration of theory and practice; instruction leading from the concrete to the theoretical; active teaching methods. When required the training is supplemented with literacy courses.

In referring to this abstract please quote N° B 51425	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Germany (Fed.Rep.) 430.2

Author: VOIGT, W.

Title: Betriebliche Bildung

Bibliographical references: Weinheim, Beitz Verlag, 1972, 242 p.

Translation: Training within the undertaking

Subject analysis: Book on training within the undertaking: technological development patterns; economic trends and the evolution of occupations and skills; industry and artisan trades concepts of training; conclusions; reforms needed; bibliography. [This abstract deals only with the conclusions and recommendations, p. 214-223.]

Contents analysis

Young people in employment have a right to develop their personality and to be prepared, through training provided within the undertaking, to play their part in economic life and to make sound and independent judgements. With a view to determining how these objectives can be achieved, this study examines successively: trends of current technological development; economic structures and trends; trends in occupational structure and qualification; occupational mobility; past and present occupational concepts; an assessment of technical and social advancement from the point of view of occupational pedagogics; the artisan trades' and industry's concepts of vocational training.

Conclusions

Vocational training within the undertaking serves almost exclusively the interests of the undertaking and not those of the trainees. On the other hand, the vocational school itself is not doing all that it should, as has been pointed out on many occasions by the employers' associations. For lack of adequately trained teaching staff, there is not a single state (Land) in which the vocational schools are actually able to give the required 8 hours of related instruction per week. The tremendous differences in level of education of the trainees themselves constitute another major problem.

Urgent training problems are only just being given serious consideration: the possibility of providing the first year of basic training (Berufsgrundbildung) in a full-time school situation, implications for training of prolonging compulsory schooling to 10 years, an extension of the second channel of education, vocational training for adults, a general review and reform of vocational teacher training. There is inadequate coordination between the training given in the vocational schools and that provided by the undertakings. Moreover the schools themselves are only able to devote about 90 minutes per week for general subjects such

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as political and social science, languages and communication skills, creative arts, ethics and religious study.

Recommendations

The following reforms should be introduced.

1. The education and training activities within the undertaking should be restricted in so far as possible to production-oriented training.

2. Vocational training should be fully integrated into the over-all system of education and training so that young people may be better prepared to play their part in the society in which they live.

3. The duration of compulsory schooling should be prolonged to 10 years, with consequent reforms in the school syllabus. The 8th to 9th years of schooling should have a dual purpose: they should provide basic instruction in civics and communication skills, paying special attention to creative work and team work; they should also provide a general preparation for occupational life which should be as broad as possible so as to lay a good foundation for future training.

4. To this end a revision of existing syllabi, in particular with respect to the subjects taught as an introduction to occupational life (Arbeitslehre) should be initiated. This revision should be done on an inter-disciplinary basis, involving the university departments concerned with pedagogics, sociology, psychology, social economics and political science; it will also involve taking a new look at the present system of teacher training.

5. Vocational schools should be called on to provide an additional day of education per week for young people undergoing training, during which time they would receive instruction in social subjects, civics, language and communication skills and creative arts.

6. The training provided within the undertaking should be built up on the basic occupational knowledge and preparation provided in the last 3 years of compulsory schooling. Such training should be designed to make the trainee as highly skilled as possible. It should combine theory and practice and ensure close co-operation between the training given within the undertaking and that provided by the vocational school.

7. To serve better the interests of young people undergoing training and also to ensure an effective and objective supervision of the training, the number of vocational counsellors (Berufsberater) and training advisers (Ausbildungsberater) should be increased and their respective qualifications improved.

8. There is a need for more opportunities for further training, for improved standards of such training, and a better co-ordination and publicity for the relevant training facilities.

The whole field of occupational pedagogics needs to be reviewed, adopting a systematic inter-disciplinary approach.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 51222	-	-	-	2	United States of America 73

Author:
Title:
Bibliographical references:

STROMSDORFER, E.W.
Review and synthesis of cost-effectiveness studies of vocational and technical education
Columbus, Ohio, The Ohio State University, ERIC Clearinghouse on Vocational and Technical Education, 1972: Information Series No. 57, doc. VT 014 707, 143 p.

Translation

Subject analysis

Report reviewing cost-benefit studies of government-financed vocational education and related manpower programmes: methodological shortcomings of current analysis; implications for future investment in such programmes of studies carried out to date; conclusion; bibliography.

Contents analysis

A study has been carried out through the Educational Research Information Center (ERIC) to investigate the various methods of evaluating government-financed vocational and technical education. It discusses the effectiveness of different programmes as well as the methods of evaluating them from a cost-effectiveness standpoint and reviews the studies carried out to date. [This abstract deals only with the general implications resulting from the study.]

Much of the current ambiguity that exists concerning the implications of cost-benefit studies is the result of using faulty methodology. For example, many studies do not: use control groups; allow comparisons on a marginal basis on programme alternatives; utilise adequate sampling procedures and adjustment for non-response bias and self-selection bias; compute true marginal benefits. Random probability samples, tabular analysis and regression analysis should be used more extensively; more attention should be paid to the acceptable levels of statistical significance which are desired; both average and marginal benefit-cost ratios should be used. This said, certain ambiguities remain in relation to assessing the true benefits of vocational and technical education.

All costs, regardless of their institutional form or problems of measurement, are opportunity costs. As such they represent the value of the next best alternative to which funds could be put were they not expended on vocational or manpower training.

Benefits are the opposite of costs and represent opportunities gained as a result of undertaking a particular activity.

A variety of conceptual and measurement problems are encountered in trying to analyse educational investment in human beings:

- earnings maximisation versus maximisation of social benefits;

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- complementarity in production and consumption;
- joint costs of production, consumption and investment;
- non-market production and consumption;
- impact of education on values and preferences;
- the implications of limited occupational choice;
- complementarity, substitutability, and inseparability of human skills;
- external effects;
- income redistribution effects;
- the influence of unemployment on the determination of costs and benefits; and
- the problem of the control group.

The existence of such problems means that it is extremely difficult to draw any hard and fast conclusions from the many studies carried out so far. For example, many studies show that post-secondary academic education yields a higher rate of return than post-secondary vocational-technical education. However, estimates of the benefits of the different programmes are still inconclusive in so far as sound cost measures have yet to be developed. The present institutional programme under the Manpower Development and Training Act (MDTA) as amended [cf. abstract No. 1/B 5066, Vol. 4] seems to be a worthwhile social investment. However, it is still not clear which factor is responsible for the high rates of return.

The future of benefit-cost analysis depends in part on what the present state of the art offers. The stage has not yet been reached where benefit-cost analysis can be widely adopted and automatically integrated into the very fabric of decision-making at the federal or state educational level much less at the school district level. Too many methodological issues remain to be refined, leaving the estimated measures of benefit too crude. In addition, the cost of collecting and assessing data on the vast range of programmes in existence is simply too expensive and would seem to be an effective deterrent to the widespread adoption, at present, of comprehensive comparative evaluation.

[Cf. also abstract No. 2/B 52060, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50732	-	Education 931	-	2	International

Author: HUSÉN, T.

Title: Social background and educational career

Bibliographical references: Paris, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development (OECD), 1972, 182 p.
Price: US$3.50; £1.22; FF16.

Translation

Subject analysis: Book on the relation between educational attainments and social background; definition of "equality of opportunity"; concept of talent; analysis of selected research findings; in-built selectivity of the education system; implications and conclusions; bibliography. [This abstract deals with the conclusions and policy implications, cf. p. 155-166.]

Contents analysis

The evidence gathered for the OECD Conference on Policies for Education Growth in 1970 led to discussion of the extent to which more education leads to advances in equality of opportunity. The OECD's Centre for Educational Research and Innovation therefore established a "strategy group" of policy-makers and research workers to examine the implications of the most recent research evidence. This report is one result of this decision.

Two hypotheses are basic to the study.

1. In dealing with the concept of "ability" and the utilisation of talent, the attitude is taken that educational policy-making must be based on the view that environmental factors outweigh those of heredity.
2. The liberal concept of equality of educational opportunity now has to be reformulated and the aim should be to establish greater equality of education which will counterbalance social inequalities.

Strategies for bringing about greater equality of educational opportunity are outlined below.

Pre-school education

Pre-school education needs to be given greater priority. Steps taken to establish formal equality of opportunity are futile if, as an outcome of substantial differences in social background, the children enter the school system with widely different cultural assets. Such education should develop communication skills and a knowledge of the physical environment.

Strategies pertaining to the school as an institution

By increasing the number of places and by removing hurdles such as entrance examinations or admission requirements in terms of marks obtained, social bias can be reduced or even removed. A higher degree of participation from less privileged children will also be obtained by the avoidance of early streaming. No sharp distinctions should be made

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between a general academic and a vocational programme. Educational programmes at senior secondary and post-secondary levels should allow for increased flexibility by being constructed of modules that can readily be combined into different career-preparation programmes.

Additional educational measures (e.g. modification of conventional instruction and better material resources) have to be taken to improve instruction for the handicapped.

Schools must give young people the chance to carry out meaningful tasks where they have the chance to feel genuinely productive, e.g. child welfare, care of the sick and the aged. Furthermore, there should be more two-way contact between the school and the outside world.

Recurrent education

Lifelong education offers far greater possibilities for attaining a high level of competence for the majority of students than does the traditional system with its fateful finality of early choice or selection.

Reform of teacher education

The teacher's main job is to guide each individual pupil towards a differentiated set of goals, not to drop those who cannot meet uniform demands. Teachers must stop grading their pupils by socio-economic origin and attaching an automatic expectation as to what pupils of various social backgrounds can attain. Teacher training should emphasise the sociological rather than the didactic aspects of school education. Greater importance should be attached to individualised methods of instruction. Progress should be related to some absolute standard, not to the rest of the class. Teacher training colleges should put more emphasis on making their students aware of the outside world.

Over-all planning

The systems approach [cf. abstract No. 4/B 17241, Vol. 6] must precede any measures to produce suitable strategies for the treatment of identified problems. Such an approach means that educational strategies must be backed up by appropriate social policies to deal with substandard housing, malnutrition, health standards and taxation.

In referring to this abstract please quote N° B 50029	Trainee	Sector	ISCO	CIRF	Country
	-	Education 931	-	2	Asia

Author: -

Title: Education in Asia

Bibliographical references: Bulletin of the UNESCO Regional Office for Education in Asia, Bangkok, Vol. 6, No. 2, March 1972, 218 p.

Translation

Subject analysis

Report on a conference relating to educational trends in Asia: summary of the conference discussions; country reports; bibliography. [This abstract deals with the summary of the conference discussions and implications for future development of the region.]

Contents analysis

The Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia was convened by UNESCO in co-operation with the United Nations Economic Commission for Asia and the Far East (ECAFE) in Singapore from 31 May to 7 June 1971. The Conference reviewed the progress of education in the Asian region during the preceding decade and made recommendations for its development during the 1970s [cf. abstract No. 2/B 46213, Vol. 11]. Twenty country reports on the region were presented to the Conference by member states of UNESCO.

Public expenditure on education doubled in the period 1960 to 1970. Over-all enrolments in the educational systems of the developing countries of the region increased by 61% in the period 1960-1968, rising from 90.3 million to 145.7 million. Secondary education increased at a much faster rate than primary education, with enrolments rising from 16.7 million in 1960 to 32.3 million in 1968.

The share of vocational/technical education in the total enrolment at secondary level has remained almost unvaried, at around 5% between 1960 and 1968. Arts and humanities continued to account for a major share of post-secondary enrolment, about 63.4%.

The total number of teachers in the region as a whole, at all levels, rose from about 2.7 million in 1960 to 4.3 million in 1968. The rate of increase at the post-secondary level was 113%, at secondary level 83% and at primary level, 47%.

Despite the fact that expansion has been the dominant feature in the 1960s many problems remain. The supply of teachers at all levels has not kept pace with the rate of enrolments. In many countries the dropout rate at primary level is excessive. In most countries the annual increase in educational expenditures was absorbed by the additional enrolments and only a small share of resources could be invested in the improvement and reorganisation of education.

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Such problems call for new responses the general implications of which are outlined below.

- If education is to be a driving force in social and economic change, its aims, purposes and methods will need to be re-examined and new concepts and policies formulated and applied to direct this expansion to developmental goals.
- There must be both quality and a greater relevance in education. Quantitative expansion and qualitative improvements are intrinsically linked. An integrated approach should be adopted which should include: reorganisation of over-all structures and patterns as well as reorientation of curriculum, media and methods. Administrative and management services must be restructured to meet the demands of educational expansion.
- There is a need to develop and introduce new educational methods and materials.
- In planning educational expansion there is a need to have more realistic data on population increases. The Asian model of educational development [cf. abstract No. 2/B 12777, Vol. 7] for the period 1975-1980 has proved an unrealistic basis for planning educational inputs and outputs. Furthermore, there is a need to give greater attention to regional development and to the problems of out-of-school education, including those of adult education.
- There is a vital need to develop effective machinery for planning and assessing on a continuing basis the performance of the education system.
- Adaptation of the existing structures to a new context would call for wider and more diversified curricula, and for pupils terminating at intermediate points to a more effective preparation for their entry into the world of work.
- Teacher training must be changed so as to provide teachers with the kind of skills, attitudes and understanding that are called into play when education is conceived of as an energising force in social transformation.
- The research-development-experimental effort in education must be directed to priority problems in education and be translated into viable educational policies and practices.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49820	Handicapped (social)	-	-	2	United States of America 73

Author: BERCAW, W.W., WEINHOLD, C.E., et al.

Title: A systems analysis of the MDTA institutional training program

Bibliographical references: Arlington, Va., North American Rockwell Information Systems Company, April 1971, 389 p. (mimeo).

Translation

Subject analysis

Report on a systems analysis of institutional training carried out under anti-poverty legislation: the main subsystems; detailed analysis at national, regional, and State level; findings, conclusions and recommendations and subsystems studied. [This abstract deals only with the overall assessment and proposed corrective action for the system as a whole.]

Contents analysis

A study has been carried out to examine the organisational structure of institutional training conducted under the Manpower Development and Training Act (MDTA) of 1962, as amended [cf. abstract No. 1/B 5066, Vol. 4]. The purpose of the study was to analyse the operational subsystems of the MDTA institutional training programme in order to: (a) assist in establishing future programme priorities, alternative methods of administration and allocation of resources; (b) provide information for the drawing up of guidelines and administrative procedures for new manpower legislation. The subsystems are: planning; budgeting; project development; financing and accounting; property management; trainee processing; reporting; management, control and evaluation.

The study was conducted during the latter half of 1970 and the first quarter of 1971, on behalf of the US Department of Labor. It examines both national and regional organisational structures. Interviews were carried out with over 320 individuals.

Originally, the MDTA programme was oriented towards initial training and retraining as a result of changing technology. In a second phase, emphasis was placed on job training for the disadvantaged. A third phase, now in progress, includes programmes to alleviate unemployment.

Although, in general, the programme appears to be providing useful skill training, several factors inhibit performance: over-estimation of costs which ties up funds unnecessarily; delays in planning, start-up and termination of projects; under-utilisation of training premises; inadequate response to current needs; high dropout rates; confusion at the State and local levels with regard to complex programme guidelines and precedents; lack of management information; lack of training expenditure data; overlapping of programmes; lack of co-ordination between the Department of Labor (DOL) and the Department of Health, Education and Welfare (DHEW) at the national level in budgetary matters and at the local

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level in matters of referral and placement; lack of feed-back from regional to national level.

The weaknesses in the system are due to: divided authority between the employment services and training services; lack of co-ordination within the manpower administration and with external agencies; lack of programme control and evaluation; an inadequate reporting system; short-range national planning; uncertainties and delays in financing; publication of too many unco-ordinated guidelines at regional and State level.

Proposed corrective actions to improve programme performance are as follows: advance planning at national level for a period of 3 to 5 years; inclusion of contingency plans in half-yearly reviews; establishment of standard evaluation procedures; delegation of project approval and funding to State level; advance allocation of funds by the federal government to State authorities; creation of executive co-ordinating committees representing the DOL, DHEW, and the Office of Management and Budget of the DOL at national, regional, State and local levels.

The suggested changes should confer the following benefits: continuity of planning related to changing needs; availability of performance data for State and national budgeting; project money will be available when projects are approved so as to permit advance planning and eliminate present uncertainties; funding of projects can be quickly and simply adjusted to project needs; advance project scheduling will reduce waiting periods for start-up, permit orderly referral of trainees, reduce dropouts, assure instructors of employment, aid individual entry into preferred courses, and reduce stereotype courses; ensure more rational application of facilities, personnel and equipment; speedy resolution of disagreement on operating policies by the co-ordinating committees.

Statistical tables, appendices. [Cf. also abstract No. 2/B 52060, Vol. 12.]

In referring to this abstract please quote N° B 51068	Trainee	Sector	ISCO	CIRF	Country Japan
	-	-	-	2	52

Author: -

Title: Gijutsu-kakushin no shinten to ginô no henka tôni kansuru chôsa-kekka hôkokusho

Bibliographical references: Tokyo, Rōdōshō (Ministry of Labour), Vocational Training Bureau, May 1972, 98 p. (mimeo.).

Translation: Report on a survey on technological innovation and resultant occupational changes

Subject analysis: Report on a national survey carried out to assess the effect of automation on production functions: occupational changes; increasing role of technicians and maintenance workers; training emphasis.

Contents analysis

A national survey was carried out in November 1971 by the Vocational Training Bureau of the Ministry of Labour to determine the extent and nature of occupational changes resulting from automation.

The total sample comprised 1,700 establishments with 30 or more employees in the chemical and manufacturing industries. The data were collected by questionnaire; there was a 52% response (890 replies).

Findings

1. The introduction of automated equipment and machinery has resulted in several changes: (1) new occupations have emerged (e.g. numerically-controlled machine-tool operator, continuous casting-machine operator); (2) the importance of others has been reduced (e.g. electrical equipment assembler, template maker); and (3) in yet others skill requirements have changed (e.g. welder, patternmaker, machine-tool operator).

2. Two distinct tendencies are apparent: there are more jobs with high skill requirements, qualifications and responsibilities while at the same time there has been an increase in the proportion of simple, monotonous jobs.

3. The increase in simple, monotonous jobs has not resulted in an increase in unskilled jobs. Many of the new repetitious tasks require a high level of "judgement". Of the respondents, 87% considered that training was needed to develop the "judgement" skills required of production workers; 60% considered that training was necessary to ensure versatility among production workers; and 28% felt training was needed to counteract the effect of monotony and to improve workers' morale.

4. As processes become technically advanced, the requirement for technicians rises. Of the respondents, 87% reported a substantial increase in technician functions, 43% reported a moderate increase and 45% reported a slight increase. However, there was no clear definition

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of the technician role or of the qualifications required to carry it out. The range of functions associated with the technician role was very broad.

5. The importance of maintenance functions increases with advanced technology. About 72% of the respondents reported an increase in the number of maintenance personnel, although special training for them was organised in only 35% of the establishments. Advanced mechanisation does not, however, necessarily lead to an increase in the number of maintenance workers employed as there is increasing reliance on maintenance work being carried out by subcontractors or by the equipment manufacturers themselves. More than half of the respondents used both internal and external maintenance services.

6. Training was increasingly oriented towards supervisory and middle-management functions. Training emphasis was directed towards the following categories of personnel: foremen and other supervisory staff (81%); newly-recruited graduate engineers (69%); technicians (25%); skilled workers (58%). Syllabi covered a wide range of subjects including: supervisory functions, problem solving, quality control, numerical control, research and maintenance functions.

7. There is a tendency for workers to request training. Over 70% of the respondents had received requests from their own personnel for further training or for training in a specialised area such as computer techniques, supervisory functions, basic science and engineering.

In referring to this abstract please quote N° B 51054	Trainee -	Sector -	ISCO -	CIRF 2	Country Canada (Quebec) 71

Author: Title: Bibliographical references:	JORIS, A. La scolarité de la main d'oeuvre au Saguenay-Lac Saint Jean dans une optique de développement économique L'actualité économique, Montréal, P.Q., Vol. 48, No. 2, July-Sept. 1972, p. 335-347.
Translation	Scholastic achievement of the labour force at Saguenay-Lac St-Jean, from the economic development point of view
Subject analysis	Article on a survey of the scholastic achievement of the labour force in the Saguenay-Lac St-Jean area: preparation of primary, secondary, collegiate and university education levels in general, and in manufacturing, retail trade, finance and banking, public administration; conclusions.

Contents analysis

A survey was made in the summer of 1970 of the Saguenay-Lac St-Jean area [an area north of the St. Lawrence river, covering about 750,000 km^2; population a little over 210,000, with only 8 townships having more than 10,000 inhabitants — Ed.]. The purpose of the survey was to determine educational levels in economic activities and reach some conclusions regarding their link with careers and employment. The survey was carried out by questionnaire. It covered private firms and public and semi-public bodies with at least 5 office employees — a total of 219 units. Manual workers (20,061 in a working population of 26,419) were left out as their education did not go beyond the primary stage; only management staff and office employees were taken into consideration. The response was 79% for management and 69% for office employees.

Findings

The survey considered 4 levels: primary, secondary, collegiate [i.e. pre-university academic education — (collégial)] and university. Management and office staffs were considered separately and age was taken into account. As well as over-all figures, the survey produced data on 4 economic sectors: manufacturing (35 firms), retail trade (29), finance and banking (72), public and semi-public administration ([illegible] units).

Age. There was a direct correlation between age and standard of education of both managers (M) and office employees (OE), the younger ones usually having reached a more advanced level.

	Average age	
	M	OE
Primary	54	47
Secondary	45	30
Collegiate	39	30
University	36	34

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Level of education: type and level of employment

	Secondary		Collegiate		University	
	Reached	Completed	Reached	Completed	Reached	Completed
	%		%		%	
Management	55.3	21.1	13.3	10.5	22.5	19.8
Office employees	84.3	68.2	11.4	6.7	1.8	-

Analysis by sector

Comparison with the over-all figures revealed certain variations for the branches of economic activity mentioned above.

- Manufacturing: it appears that the office employees are better educated than the average (twice as many former collegiate and university students).
- Retail trade: practically all management staff and office employees had completed secondary education.
- Finance and banking: most of the management staff had had secondary schooling, which may be regarded as low in view of the size of the establishments considered. The proportion of office employees with the secondary school leaving certificate was highly satisfactory, particularly since they were doing simple work of purely executive character.
- Public and semi-public administration: the concentration of secondary and university trained managers was high, illustrating the sector's efforts to build up a highly qualified personnel.

Conclusions

While there were deficiencies in the educational background of management and office staffs in many instances, the people concerned were mostly fully aware of them. There can be said to be at the same time a distinct trend towards making higher standards of scholastic achievement compulsory for new job applicants. The educational establishments of the region should be able to use the data obtained from the survey for their forecasts of the demand for graduates at the different levels.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N°B 50898	-	-	-	2	Lebanon 569.34

Author: HAMDAM, I.

Title: Al-ta'lima al Mihani wa al-tiqui fi libnan wa dawrouhu fi al-tanmiya wa al-sina'a

Bibliographical references: Al-Iqtisad Al-Lebnani wa Al-Arabi (Lebanese and Arab Economy), Beirut, Vol. 22, No. 264, Aug. 1972, p. 30-34.

Translation: Vocational and technical education in Lebanon and its impact on development and industry

Subject analysis: Article on the development of the vocational and technical education system in Lebanon: reasons why it has had only limited impact on the industrial development of the country.

Contents analysis

Although the first technical school was established in Lebanon in 1905, technical education did not develop substantially during the following 50 years. Most of it was provided by private schools established by philanthropic organisations or private persons. The schools run by the latter were operated on a commercial basis. There was no central control and the certificates issued were not officially recognised, which gave rise to some confusion and doubts over the qualifications of the school's graduates.

To rectify this situation the Government passed a law in 1969 to give the Department of Vocational and Technical Education authority over the award of technical certificates. At the same time the system of vocational and technical education was reorganised to comprise two levels:

(1) 4 years of vocational education following the completion of primary education and leading to a trade certificate (brévet technique);

(2) 4 years of technical education, leading to the technical secondary school certificate (baccalauréat technique) and comprising two phases, each of which lasts two years.

It was hoped that organising vocational and technical education along these lines would contribute effectively to the development of the country in general and would also help meet the needs of the industry as regards trained manpower. In practice, however, the system has not been able to provide industry with the trained personnel it required, either in quantity or as regards quality. The reasons for this failure can be grouped under two main headings.

1. Reasons relating to the structure of the vocational and technical education system

The educational Plan has never been related to the economic development Plan nor does it take into consideration either the employment market

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situation or the specific needs of industry. As a result, training is frequently given for occupations for which there is no real need while occupations for which there is a great demand are neglected. Training for rural occupations, for instance, has been left out completely. Moreover, there has been a tendency to copy syllabi from industrialised countries without adapting them to the local situation. (The syllabi applied in Lebanon are those used in France.)

2. Reasons relating to the structure of industry

Most industrial managers in the Lebanon have had no, or very little experience in modern industrial management. Consequently, they tend to seek quick profits for little cash outlay, and see no need to pay attention to developing the potential of their own staff or to the development of the nation's human resources in general. In addition, as they have no say either in planning or implementing vocational and technical education policy, they are less inclined to give it unqualified support.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50827	-	-	-	2	Germany (Dem. Rep.) 430.3

Author: STUBBE, W.

Title: Zur ökonomischen Wirksamkeit der Aus- und Weiterbildung der Werktätigen

Bibliographical references: Berufsbildung, Berlin, Vol. 26, No. 9, Sept. 1972, p. 394-396.

Translation: The economic impact of the initial and further training of workers

Subject analysis: Study on: the relation between training and ability to do the job; value of raising skill levels in the undertaking; interdependence of qualifications and work standards.

Contents analysis

Workers have to broaden and deepen their knowledge and skills in order to keep abreast of their jobs, which make constantly increasing demands on them. Experience in a number of undertakings in the German Democratic Republic (mostly in the engineering and chemical industries) has shown that considerable benefit is to be derived from action in this field, especially as regards reducing labour costs, increased job satisfaction and safety standards, raising productivity and stimulating initiative. The following are some examples.

Reducing staff numbers. At the Fortschritt Landmaschinen factory at Neustadt it was found that the installation of automatic machines meant that 30% less labour was required but that more skilled workers (fitters, tool setters, maintenance staff) were needed. The following steps were taken to raise skill levels: assignment of counterparts to every job situation; systematic employment of machine operators on an interchangeable basis; rotation of workers from job station to job station, first within their shift, then from one shift to another and finally by week, so that at any time a missing worker could be replaced by another with equivalent experience. Idle time was cut down considerably when all the workers had been trained. At the same time, the workers were able to surpass the norms and to increase production efficiency. Better skills and the development of "professional conscience" contributed to this result.

Good results were also obtained at the IFA Automobilwerke at Ludwigsfelde (crankshaft finishing), where manual operations were cut down by the use of automatic machinery and transporter equipment. Old and new job stations and old and new techniques were combined. Experienced fitters were trained in new skills so that they could train new recruits.

Productivity. Raising the worker's skills enables him to master the use of his working tools, pick out and eliminate errors and produce high quality work. At the Berlin-Chemie works, raising the skills of the women employees resulted in more effective use of equipment and

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materials. Output in one shift rose from 225 to 265 kg. per worker and the rejects rate went down from an average 7% to 3.5%. The example of IFA Getriebewerke also shows that level of skill has a bearing on the proportion of rejects: in the first half of 1970, it was found that most of the 19 workers who had the highest rejects rate had never got beyond eighth year at school and had not had proper training. It can therefore be concluded that level of qualification is determinant for quality production.

Work safety. The importance of training also shows up in occupational safety. At IFA Automobilwerke the hours lost through accidents in a single year corresponded to a loss in production amounting to the output of 30 workers; they followed up this finding by a publicity campaign and introducing appropriate training to remedy the situation. At IFA Getriebewerke, investigations over a 6-month period showed that most of the workers responsible for causing accidents were either untrained or inadequately trained.

Innovations. Adequate training and technical skills generate new ideas. At Kirov-Werke (Leipzig) it was a skilled worker who developed and introduced a technique in the use of adhesives which led to a 25% increase in productivity and cut by 10 minutes the time needed for manufacturing a part.

At IFA Getriebewerke, 42.3% of the new techniques whose introduction increased plant benefits by nearly one million marks (approximately US$315,000) over a 6-month period, had been initiated by workers. At the Klimatechnik works (Potsdam-Babelsberg) 78.3% of the workers participated in launching new ideas which netted 76.7% increase in profits.

It should also be pointed out that systematic skill-training enhances the worker's loyalty to the firm because it increases his job satisfaction.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50764	Adult	Education 931	-	2	International

Author: -

Title:

Bibliographical references: Third international conference on adult education: Final report
Paris, UNESCO, 26 Oct. 1972: Doc. ED/MD/25, 101 p.

Translation

Subject analysis

Report on a conference intended to encourage an international exchange of ideas on the formulation of policies in relation to adult education: differing practices; research and planning; participation; mass media; administration and finance; international co-operation; full text of resolutions adopted.

Contents analysis

The Third International Conference on Adult Education, organised by the United Nations Educational, Scientific and Cultural Organization (UNESCO) was held in Tokyo from 25 July to 7 August 1972. The purpose of the Conference was to: examine the trends in adult education during the last decade; consider the functions of adult education within the context of lifelong education; and review the strategies of educational development in respect of adult education.

The main conclusions reached by the Conference are outlined below.

1. Education is both a product of society and an influence shaping it. Educational goals usually call for social, economic, cultural or political reforms. It is the duty of adult educators to identify and suggest such reforms.

2. Adult education should be available to all. Paid study leave, day release and security of employment during study leave should therefore be guaranteed through appropriate legislation. In the 1970s the main thrust in developing adult education programmes should be to meet the educational needs of traditionally underprivileged groups.

3. Educational counselling services are essential if adults are to become aware of opportunities available to them.

4. The eradication of illiteracy is a key factor in development, but literacy, the cornerstone of adult education, is not an end in itself. In addition to its emphasis on socio-economic development, functional literacy should also aim at the awakening of social awareness among illiterate adults.

5. Rural development calls for extensive provision of adult education especially directed, in conjunction with social and economic reforms, at the subsistence farmer and the landless agricultural worker. Industrial development also carries with it a need for adult education programmes

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to enable the adult to contribute to the technical changes involved. Environmental issues should be a major concern of adult education.

6. Adult learners should play an active part in the planning and management of their own studies. The conventional student/teacher relationship should become a partnership based on participation and mutual learning which stresses the application of knowledge and the problem-solving approach.

7. Mass media should be more extensively and expertly used for adult education.

8. Governments should accord adult education a status equal to that of the formal school system.

9. Adult education functions should be widely diffused throughout society through such institutions as trade unions, governmental bodies, private undertakings, voluntary organisations, agricultural units and co-operatives. Action through these various channels should be co-ordinated.

10. To facilitate the creation of a functional system of lifelong education, the school should be concerned with the whole community. Teaching pupils how to learn should be its chief task.

11. Adult educationists should be represented on policy-making bodies, and teachers at all levels should receive training in adult education methods and techniques.

12. The role of the universities in adult education should be widened. Special entry schemes should be formulated to enable adults with the requisite skills and knowledge to profit from a university education.

13. International agencies and bilateral agencies of development co-operation should devote a considerably larger proportion of their resources to adult education. The needs of the Third World should be given major attention.

14. There should be more regular consultation between the various international agencies and bodies that have programmes of adult education. Regional meetings on adult education should be held, particularly in the Third World.

15. Social advancement and adult education are complementary.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50756	–	Education 931	–	2	Kenya 676

Author:

Title: Employment, incomes and equality: a strategy for increasing productive employment in Kenya

Bibliographical references: Genève, ILO, 1972, 600 p. Price: Sw.frs.30

Translation

Subject analysis

Report proposing a long-term employment strategy for Kenya: scope and nature of the problem; imbalances in the labour force; sectoral analyses; education and training; action programme for application in key areas; technical papers; statistics. [This abstract concerns only the main policies for education and training.]

Contents analysis

This report was drawn up by an inter-agency team organised by the International Labour Office and is the result of the first pilot study carried out in Africa under the World Employment Programme. The objectives of the team were to prepare a long-term strategy for a high level of productive employment in Kenya and to suggest how this strategy might best be implemented.

There are many causes underlying the employment problems in Kenya. Most of these causes are, in one way or another, aspects of imbalances – the imbalances between the growth of the labour force, the urban population and education and the over-all growth of the economy, and the imbalance between people's expectations of work and the structure of incomes and opportunities available.

The level and growth of the country's educational system are impressive. Yet both the schools and universities have failed to respond to national needs. The problem lies in a philosophy of education which mentally prepares the pupils for participation in the formal, non-rural sector of the economy, that is in the context of an economy which has failed to generate enough employment opportunities of this sort. A fundamental reappraisal of certain issues is required if this state of affairs is not to continue.

The first main issue relates to the examination system. The certificate of primary education is almost exclusively designed for selecting pupils for secondary schools. The effect of this is to gear the entire primary schooling of young people to entry into secondary education, instead of preparing them for available employment opportunities, especially in the rural areas and in the informal sector.

The second major issue relates to the dichotomy between academic education and vocational education and training. As long as the formal education system operates as it does (under the influence of distorted

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incentives that reward academic qualifications), the technical secondary schools and village polytechnics will remain poor relations, able to make little headway.

The main elements of a fundamental reconstruction of the whole educational system are outlined below.

1. The introduction of a common education programme covering the present primary and junior secondary cycles; this common basic schooling to be universal and free. Common basic schooling should be of 8 or 9 years' duration. If 8 years were to be chosen, it might be advisable to raise the school entry age from 6 to 7 years.

2. Elimination of the present examination for the certificate of primary education, and the substitution of a completely revised testing procedure, which would be based on aptitudes at the end of common basic schooling.

3. A gradual increase in the proportion of the curriculum of common basic schooling devoted to prevocational subjects. Thus emphasis will be put on the interests of those who leave school after finishing common basic school.

4. Entry into senior secondary education (2 years' duration) to take place according to a quota based on costs and national manpower requirements.

5. Senior secondary education to be comprehensive, with general, commercial, technical and agricultural streams all based on a common "examination-test" system. The testing process should focus on aptitudes. Pupils completing senior secondary education to undertake 1 year's community service.

6. Entry into pre-university classes (1-2 years' duration) would be related to skilled manpower demand and costs.

7. Creation of a series of second-chance institutes for dropouts and adults, based on local self-help efforts. These institutes would be accorded special quotas for senior secondary and university education.

A commission or a working secretariat within the Ministry of Education should be set up to work out the details of educational reform.

The restructuring of the education and training system needs to be accompanied by many complementary measures which include: reorientation of employment market policies, new fiscal and incomes policy, public works schemes in rural areas, intensified land use, reduction in the high population growth rate.

[See also abstracts Nos. 2/B 49072 and 2/B 49288, Vol. 12.]

In referring to this abstract please quote N° B 50415	Trainee	Sector	ISCO	CIRF	Country Switzerland
	-	-	-	2	494

Author: KNESCHAUREK, F.

Title: Perspectives relatives à l'éducation en Suisse

Bibliographical references: Saint-Gall, Groupe de Travail des Etudes perspectives, 1971, 144 p. (mimeo).

Translation Prospects in education in Switzerland

Subject analysis Study on: present situation in education; demand for education; methodological problems in estimating skilled manpower needs; estimates of the demand for trained personnel; forecasts; conclusions; tables.

Contents analysis

In 1968 a Working Party was commissioned by the Swiss Council for the Sciences (Conseil Suisse de la Science) to work out an over-all projection of national requirements in university graduates. Its terms of reference were widened later to cover skilled manpower needs at all levels of qualification and a forecasting survey covering all aspects of the economy, including, as an integral part of the study, projections regarding education. The report of the Working Party is the result of intensive discussion with numerous institutions and persons competent in the economics of education and training. [This abstract deals mainly with sections 3 (projections of requirements in trained manpower) and 4 (other factors in estimating the demand for people with training).]

The active population can be regarded as a pyramid, its broad base constituted by the unskilled workers and at its peak the administrative and managerial staff. Economic, social and cultural progress presupposes some modification of this pyramid, with the base growing narrower and the peak broadening out. This would result in a truly educated society. Already today the ordinary workman is asked to carry out tasks which a few years ago were only expected of the skilled worker, the skilled worker is doing what was given to a technician 20 or 30 years ago, while the technicians are tackling jobs that used to be left to graduate engineers.

Classified according to size of undertaking, present personnel qualification structure can be summed up as follows:

No. of employees	Secondary education or above	Completed apprenticeship	Apprentices and unskilled workers
More than 100	10%	70%	10% (each)
50-100	5%	75%	10% (each)
Fewer than 50	-	80%	10% (each)

The global figures for 1960 show that 3.4% of the active population had attended university (2.4% had a degree), while 45.6% had completed only

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primary school, 15.6% junior secondary school, 6.3% senior secondary education, 27.7% vocational school and 1.4% technical secondary education.

Replacement needs due to age will be 80,000 to 90,000 workers a year over the next 10 to 15 years, with considerable variations between fields of economic activity. Ageing will be especially pronounced among senior management in the business world, in the sciences and in administrative services. Additional replacement needs will develop through reduction in working hours. It has been estimated, for instance, that a reduction from 65 to 44 in the weekly hours worked by Swiss doctors would mean a need for 48% more doctors.

Primary school capacity needs to be brought up from 625,000 places in 1970, with 22,300 teachers, to 720,000 by AD 2000, with 29,000 teachers. The corresponding figures for secondary education will be 230,000 pupils (1970: 160,000) and 11,500 teachers (1970: 6,100).

In AD 2000, there will be 80,000 graduates from technical secondary school (1960: 25,000); 20,000 will have had higher business and commercial training (1960: nil). The number of university graduates will have risen from 60,000 to 170,000 over the same period.

The present rate of participation in training (4% of resident Swiss nationals 20-29 years of age) should be brought up to 7-8% in 1980, 11-12% in 1990 and 13-14% by AD 2000, while for the desired rate of university admissions, the number of pupils starting secondary school will have to double. Over the same period, 5% of the Swiss population over 16 years of age should enter teacher training. This will mean that only 49% of the population will be available for an apprenticeship, and a serious bottleneck will threaten the whole educational system.

To get rid of this bottleneck it will be necessary to:

- encourage women to pursue their education and training;
- improve the skill structure of the foreign working population;
- encourage continuing education and training for people already in the labour force;
- cut down the huge dropout rates at all educational levels;
- raise the social status of apprenticeship;
- apply urgently new methods of teaching skills and knowledge.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50209	–	Education 931	–	2	International

Author: FAURE, E., HERRERA, F., KADDOURA, A.-R., et al.

Title: Learning to be

Bibliographical references: Paris/London, UNESCO/Harrap, 1972, 313 p. Price: US $ 6; £ 2; FF 24.

Translation

Subject analysis

Study on education: historical development through the ages and present situation (needs, resources, inequalities, role in society); current trends (challenges, discoveries, goals); strategies for the future (reforms, innovations; responsibilities of learner, educationist, government); international co-operation.

Contents analysis

In 1971, to give effect to a resolution adopted in December 1970 by the 16th General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) the Director-General of UNESCO established an International Commission on the Development of Education. The Commission consisted of 7 persons selected for their individual competence in the field of education, and representing both different geographical areas and countries of varying levels of economic development: E. Faure (France), F. Herrera (Chile), A.-R. Kaddoura (Syrian Arab Republic), H. Lopez (People's Republic of the Congo), A.V. Petrovsky (USSR), M. Rahnema (Iran) and F.C. Ward (USA).

The task of the Commission was to draw up a report which would:

- comprise a critical assessment of the educational situation in 1972 and of the main trends observed over the last few decades,
- provide guidelines for governments in developing national educational strategies,
- study the means of ensuring an optimum contribution by education to development in the developing countries,
- formulate recommendations for international co-operation.

In pursuance of this mandate the Commission examined documentary material available at UNESCO, supplemented this material and the members' own experience by visits carried out in 23 countries, consulted a number of international bodies and attended meetings on educational questions and policies organised by other bodies. The report is divided into three parts: the findings of the Commission, relating to past and present social practices; the challenges of the future, including new findings from research, new developments from science and technology and new inventions from practical applications; principles, policies and strategies leading towards a "learning society". [This Abstract is

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limited to those conclusions of the Commission which relate to elements for contemporary strategies (cf. Chapter 8, p. 177-234).]

The indispensable remoulding of education demands that all its elements - theory and practice, structures and methods, management and organisation - be completely rethought from one and the same point of view. The following points summarise the essential elements of reform and change on which to base work in the 1970's.

— The concept of education limited in time (to"school age") and confined in space (to school buildings) must be superseded. School education is the fundamental component of total educational activity, but the latter also includes out-of-school education. Excessive prolongation of compulsory schooling, which is beyond certain countries' capacities, must be avoided.
— Rigid distinctions between primary, secondary and post-secondary education must be gradually eliminated. Short cuts and branch articulations should be introduced into educational channels.
— All available means, conventional and unconventional, should be applied to developing basic education.
— General education and technical training should be reconciled, character and intelligence training harmonised. Education and work should be closely associated. Technical education, which is unnecessarily expensive, should be supplemented and in many cases replaced by out-of-school training. Training should be so organised as to facilitate reconversion during employment, to lead to optimum occupational mobility and to produce the greatest yield from the points of view of the national economy and the trainees themselves. Narrow, premature specialisation should be done away with.
— Higher education institutions should be more diversified.
— Education should be individualised to the utmost and constitute a preparation for self-learning.
— Education management should be democratised, and the general public should play a large part in all decisions affecting education.

Statistics, diagrams; list of documents prepared for the Commission; subject index.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50182	-	Education 931	-	2	USSR 47

Author: ZUBOV, V.G.
Title: O sovremennyh problemah politehničeskoj školy
Bibliographical references: Sovetskaja Pedagogika, Moskva, Vol. 26, No. 8, Aug. 1972, p. 14-33.

Translation

Some of the current problems facing polytechnical education

Subject analysis

Article on the function of polytechnical education at general education schools: the contents of polytechnical education, and how it should be given; how "training for work" should be organised for pupils throughout their general education.

Contents analysis

Application of the polytechnical education in general education schools gives rise to certain problems: in particular, the role expected of polytechnical education from the social point of view needs to be well defined and the impact on it of new developments in the modern production sector needs to be studied.

The social purpose of polytechnical education is to prepare the pupil to make use of his skills and knowledge, that is, to guide him into active participation in different types of production since essentially it is this which will develop in the worker the qualities needed for the harmonious development of his own personality. The polytechnical skills and knowledge to be taught to the pupils in general education schools must therefore be looked at from this point of view.

The present day technical world demands that an effort be made to assess the impact of technical evolution on the contents of polytechnical education and on the way it should be taught in the schools. The pace of technical and scientific change is so great that in order to become competent in the first trade which he learns, a man needs a broad general education; consequently polytechnical education must give the pupil a good grounding in the natural sciences and in the characteristics of materials, particularly — and this is most important — on the technical means currently available for using them immediately in production work. By incorporating these ideas into the teaching of the corresponding subjects (physics, chemistry, etc.) in the school syllabus it will be possible to implement the principles and purposes of polytechnical education: to make the pupils aware of the fundamental sciences underlying all production.

Polytechnical education must obviously, therefore, be an integral part of each lesson in the subjects concerned. If the instruction is to be constructive, the following must be observed:

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- the items must be selected and presented in such a way that the pupil can acquire a broad understanding of the possible practical application of the scientific theories he is learning;
- the teaching methods used must stimulate to the maximum extent possible the perceptive faculties of the pupils and devote as much time as possible to practical work;
- the pupils must be made familiar with the true nature of industrial production, by organising regular visits to undertakings.

"Training for work" is a subject which figures in the school syllabus from the 4th to the 10th (and final) year of general education. It is intended to help the pupils acquire and develop their practical skills and aptitudes. The syllabi for this training should, in principle, ensure that the ability acquired is subsequently really useful in the work which most of the young people will be embarking on once they leave school. To ensure this, however, would mean having to prepare syllabi for each and every trade or other occupation for which the pupils in a given school year may wish to enter. In view of the vast number (more than 10,000) of such occupations, however, the educational system cannot, even in the most general fashion, give an initiation into all of them.

At present the syllabi for "training for work" are largely geared to elementary woodworking and metalwork. It is certainly necessary to teach the pupils how to handle the relevant tools, but they must also be taught the basic techniques of measuring and assembly. This kind of instruction, however, should only be given up to and including the 6th year of schooling.

Determination of the appropriate contents of "training for work" in the subsequent years (7th to 10th year of schooling), should be based on a study of the present occupational structure of the labour force according to the type of work performed in the branches of economic activity employing the majority of the working population. An analysis of this structure shows that for 70% of the labour force the main component of their work is not concerned with working materials but with operating and servicing machines. It is therefore the latter that should be emphasised in the "training for work" given at the schools. In organising their "training for work", therefore, due account must be taken of the material and equipment available at the school (and above all at the neighbouring undertakings) which can help develop the skills needed for operating machines.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49831	-	-	-	1	Arab countries

Author: -

Title: Seminar on planning methods and techniques: final report

Bibliographical references: Beirut, Centre régional de planification et administration de l'éducation pour les pays arabes, Jan. 1972, 147 p. (mimeo.)

Translation

Subject analysis

Report on a seminar on educational planning: determination of ultimate objectives and specific targets; programming and evaluation of the performance of an educational plan; topics and conclusions; reports of the working groups; report of ad hoc committee on collaboration between planning institutions; annexes.

Contents analysis

The conference of Ministers of Education and Ministers responsible for Economic Planning in the Arab States, which was held at Marrakesh in January 1970 [cf. abstract No. 1/B 42575, Vol. 10] asked the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to invite representatives of planning institutes and international bodies to meet and draw up a programme that would have an effective impact in various fields of planning. UNESCO accordingly organised a seminar on planning methods and techniques which took place in Bayrūt (Beirut) in September 1971. [This abstract deals with the report of one of the study groups of the seminar.]

The educational systems in the Arab countries are still turning out graduates who can barely read and write but who have very definite job expectations. It is hardly likely that these jobs will become available in sufficient number in future. The educational system therefore needs to be made more flexible, so that it can quickly be adjusted to changes in the employment market and can also help in changing attitudes and aspirations. The focussing of attention on certificates and diplomas as the qualification for employment has all kinds of consequences, and relegates, for example, those without the appropriate piece of paper to the occupational dustbin. This leads to waste of human resources, especially as those who fail to qualify are persuaded that the years spent in preparatory study are almost pure waste.

It is not the least of paradoxes in the region that in spite of the impressive expansion in school enrolments in the recent past and the growing proportion of national budgets being allocated to education, the needs are increasing and also the number of individuals deprived of access to education. The attempt must be made to break down the obsession with examinations. Selection of pupils should no longer depend on test results. This would allow the curricula to give proper weight to practical subjects and to concentrate on education itself rather than examination performance.

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Another of the major problems in education is that information about employment is generally inadequate. Career guidance that gives essential information on job openings and opportunities hardly exists. The result is that for many of the people responsible for education in the region, the relationship between education, employment and economic development is not clear.

In addition, the educational system has failed to cope with the problem of large scale illiteracy or with the growing problem of imbalances between education and manpower needs, especially in regard to quality and psychology considerations.

The main innovative proposal is for the institution of a system of recurrent education. The idea would be to introduce a break in education after a number of years of basic schooling. The recurrent system would allow people to re-enter the educational system after a period of experience of the world of work. Formal education and non-formal (out-of-school) instruction would be integrated into one coherent and complementary system.

Recurrent education would meet the criterion of flexibility because it allows people to move from education to "active life" and vice-versa. Combined with implementation of the earlier suggestions regarding examinations , it would contribute to a change of attitudes, aspirations and expectations, because of a closer inter-relationship between the world of the school and the world of work, and consequent greater chances of mobility.

This may not be "for tomorrow", but it may be for the "day after tomorrow", and preparation for that tomorrow should begin now.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49623	Adult	–	–	2	International

Author: GRETLER, A.

Title: The training of adult middle-level personnel

Bibliographical references: Paris, United Nations Educational, Scientific and Cultural Organization (UNESCO), 1972, 164 p. Price: US $4; £1.20; FF16.

Translation

Subject analysis: Study on the training of middle-level personnel: purpose and scope; concepts of adult, of middle-level functions and middle-level occupations; human resources development strategies (by level of national economic development); education/training relationships; trends and prospects; statistics; subject index; bibliography.

Contents analysis

As part of its over-all programme of adult education, and in implementation of a resolution adopted at the 15th Session (1968) of its General Conference, UNESCO undertook a study of the present situation as regards the training of middle-level personnel with a view to determining current socio-economic trends and prospects for new developments. The study attempts to find answers to some basic questions: the existing and the desirable ratio between numbers of high-level and middle-level personnel in countries at different stages of economic development; the nature of the training required (uniform in character or highly varied); the results achieved in different countries with various training formulae; the distribution of responsibility for training middle-level personnel; the relationship between vocational training and general education in so far as middle-level personnel are concerned. [This abstract is limited to the main over-all trends and future prospects revealed by the study.]

For the purposes of the study an adult has been defined as "any one who has already entered an active period in life which involves social and economic responsibilities". Full-time apprentices or students have been excluded. It is recognised that the broader implications of "life-long training" are likely to have an influence on this definition. The concept of middle-level personnel is usually governed by the consideration of 2 criteria: occupational function and educational level. By and large, it tends to include 4 types of personnel: the technician, the supervisor, the artisan or small independent entrepreneur, and the activities promoter or extension worker.

The role which middle-level personnel play in a country's development will change according to the structure of that country's total manpower and its level of development — (1) underdeveloped, (2) partially developed, (3) semi-advanced, (4) advanced — each level having distinct human resources development strategies. Shortages of middle-level personnel currently constitute a serious bottle-neck in level-1 and

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level-2 countries, extending to all categories of such personnel — industrial and agricultural technicians, secondary school teachers, medical assistants and nurses, administrators and sales workers, industrial supervisors. Level-3 countries suffer primarily from a shortage of middle-level scientific and technical workers. In the advanced countries (level-4) the problem is less acute.

Trends and prospects

The organisation and provision of training, particularly that relating to middle-level personnel, will have different points of emphasis according to the economic and social conditions within the areas and regions concerned. Certain patterns can be distinguished.

- There is a growing recognition of the need to plan the provision of this type of training at national level, taking into account long-range perspectives, adapting the content of education to occupational life, providing a sound basis of relevant general education.
- Increasing attention is being paid to the closer relationship between the formal school system and out-of-school education. Industrial and agricultural undertakings are becoming more and more involved in the provision of the latter, and there is growing evidence of workers spending progressively more time studying during working hours.
- There is a new and growing emphasis on the tailoring of training programmes to production needs and consequently less on traditional courses leading to a diploma or certificate.
- There is evidence of an increasing number of engineers, administrators, technicians etc. being used as part-time trainers responsible for training programmes in both industry and administrative services.
- Women tend to be increasingly employed in middle-level supervisory roles and thus increasingly integrated into professional life.
- Educational technology, including [illegible] communication techniques, for solving problems of middle-level training is likely to be increasingly employed in order to help solve the problem of the shortage of trainers and also because of its greater [illegible].
- The need for tailor-made training programmes to meet the changing skill requirements of occupations and to encourage occupational mobility has stimulated the application of [illegible] for recurrent education and new concepts of the organisation of training in units or modules which can be arranged to meet specific requirements. Nearly all current reforms of educational systems are thus being conceived within the framework of the lifelong education concept.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49288	–	–	–	2	Kenya 676

Author:
Title:
Bibliographical references:

THIAS, H.H., CARNOY, M.
Cost-benefit analysis in education: a case study of Kenya.
Washington, DC, International Bank for Reconstruction and Development, 1972: World Bank Staff Occasional Papers, No. 14, 193 p.
Price: US$6.

Translation

Subject analysis

Report on the application of a cost-benefit analysis to assess the income effects of education: historical survey; methodology; possible applications to educational planning; outcomes; bibliography; statistics; graphs; detailed analyses. [This abstract deals only with the general implications of the study.]

Contents analysis

This study is part of the continuing work in the economics department of the International Bank for Reconstruction and Development and is the second report dealing with the problems of the economics of education. Both studies originated from a growing awareness that the methods currently used in planning expenditure for education in developing countries fail to take into account important links between the educational system and the economy. Current methods take the economic value of more education largely for granted.

The first report provided a theoretical framework for a cost-benefit analysis of educational expenditure, the present report is an attempt to implement those suggestions in a case study related to Kenya. The data were based on interviews with almost 5,000 employees in three urban areas in Kenya. These were conducted in January and February of 1968 and the data were supplemented by other information collected in Kenya on the economy and the education system of the country.

From the data assembled, the aim was to derive several kinds of information useful in assessing an educational system but which so far have not been combined in cost-benefit studies of education. The most important are:

(a) private and social rates of return to investment in education, adjusted for differences in socio-economic background and other factors;

(b) wage/employment alternatives for the future, given projected outputs of the education system; and

(c) rates of return to increasing different kinds of expenditure per pupil, with benefits related to improvements in examination performance.

Efforts being made in comprehensive educational planning to go beyond the education sector and to deal with the broader issues of training and utilisation of human capital, rely almost entirely on the so-called manpower requirements approach. The main appeal of this approach

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probably derives from the misleading impression of straightforwardness, simplicity, and exactness which it conveys.

Compared to the manpower requirements approach, the application of cost-benefit techniques leads to seemingly vague results. This is probably one of the reasons why these techniques have never found theoretical recognition or practical acceptance among education and manpower planners. Another inhibiting factor may have been an a priori reluctance, particularly among non-economists, to submit educational investments to any test which involves comparisons with investment in any other sector. Thirdly, data requirements are more difficult to meet and, finally, the manpower requirements approach is likely to find more favour from a political point of view, because of what might be called its innate expansionist quality. It is therefore not surprising that many arguments are put forward against the cost-benefit approach in educational planning.

Conceptually, the present study tries to meet the major objections raised to applying a cost-benefit approach to expenditure on a social product such as education. In doing so it analyses: ability and other income-relevant factors associated with education; the indirect benefits of education; employment market imperfections; marginal rates of return on various types of education or educational "packages".

The results have failed to substantiate some widely held beliefs, namely, that increased expenditure per student on school inputs, especially on teachers, raises the quality of school output. This hypothesis has never been tested in the context of a developing country and only rarely in industrialised countries. Furthermore, the theoretical technique demonstrated is important because it can rank any number of educational "packages" according to economic attractiveness. This ranking is expressed in terms of internal rates of return, i.e. in a form which makes the results comparable to similar profitability assessments in other fields of economic activity. This is a decisive advantage and the practical difficulties encountered in this first application should not be allowed to hamper its more widespread use. On the contrary it should encourage countries to include in their national statistics the relevant data for a rate-of-return analysis.

[Cf. abstracts Nos. 2/B 49072 and 2/B 50756, Vol. 12.]

In referring to this abstract please quote N° B 49072	Trainee	Sector	ISCO	CIRF	Country Kenya
	–	–	–	2	676

Author: –

Title: Report of the Training Review Committee 1971-72

Bibliographical references: Nairobi, Government Printer, Feb. 1972, 136 p.
Price: Sh.Ken.12.50.

Translation

Subject analysis

Committee report on basic policies of human resources development: terms of reference; present situation; guiding principles for future development — skilled workers, technicians, other specialist skills; supervisory and management training; recommended organisational structure; financing.

Contents analysis

The Training Review Committee was set up in 1971 to review existing training policy, objectives, programmes and organisation and to recommend changes in the light of current and foreseeable training priorities. The main recommendations made by the Committee are outlined below.

1. Education and training should be oriented to national development needs.

2. National development calls for stress on technical, commercial and agricultural subjects in secondary schools and instruction in numerical and mechanical skills from primary level onwards.

3. The emphasis in the Kenyanization programmes should now be on effective job performance. Much of the early training was of a "crash programme" nature and did not give adequate preparation for subsequent responsibilities. Quality standards of education and training should therefore now be raised. To this end post-training performance must be assessed against stated training targets.

4. Training programmes should be established on the basis of the requirements of each industrial sector as regards skilled and specialised manpower, such estimates being the responsibility of individual employers.

5. The expansion of vocational and technical education so as to produce the skills needed for social and economic development has the following implications:

- At skilled worker level this means increased responsibility for training by the private sector. It also means full consultation with the private sector on the future development of existing public training facilities. Consideration should be given by the Government to the retention in the country of non-citizen craftsmen in cases where this can maximise the availability of citizens as craft instructors.

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- At technician level priority must be given by the Government to providing adequate funds to expand instructor training. There should be greater emphasis on practical instruction.

6. Efficient machinery should be created for the proper planning, administration and supervision of all education and training.

7. A central planning authority — the Central Training Council of Kenya (CTCK) — should be established within the Office of its President. Members of the Council should include representatives of the Government, employers' and workers' associations and individual specialists. The Council would be mainly responsible for (a) a continuous review of training needs, and (b) advising all sectors on training priorities and strategies. A Central Training Bureau should be set up as the executive arm of the Council.

8. In the public sector, each ministry should have over-all responsibility and adequate funds to meet its own training needs and to subsidise the training of independent organisations for which it has responsibility. In the private sector the basic responsibility for training will be with each individual employer. However, at technician level, an increasing amount of training in the private sector will be financed through the recently introduced Industrial Levy Scheme.

9. The Institute of Adult Studies, University of Nairobi and the Board of Adult Education should work closely with the proposed CTCK. The former should continue to supplement the training provided at other institutions.

10. No technical co-operation or other project should be accepted unless the Government is satisfied from the outset that it can meet the full recurrent costs at the end of the project. Care should be taken that all such projects fit into the basic over-all development plan for Kenya.

11. Educational expenditures should be based on cost-benefit calculations.

12. There must be a firm commitment to staff development in the public service. There is need for greater professionalism and the service should set an example in efficiency. A programme of on-the-job clerical training should be introduced throughout the public service.

13. Emphasis should be given to management and supervisory training. A Committee on Entrepreneurial Development should be set up to co-ordinate all activities relating to the training of African entrepreneurs. The two aspects of this type of training are: (1) training small businessmen in urban and rural areas, (2) training effective managers in commercial or quasi-commercial institutions.

[See also abstracts Nos. 2/B 49288 and 2/B 50756, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 48652	Handicapped (social)	–	–	2	Canada 71

Author: HIMSL, R.

Title: Life skills in manpower training

Bibliographical references: Canadian Vocational Journal, Ottawa, Ont., Vol. 6, No. 4, Winter 1972, p. 2-5.

Translation

Subject analysis

Article on the need to include training in problem solving in manpower programmes for the disadvantaged: construction of a skills axis for each individual to identify skills for effective functioning in society; the skills axis as a basis for occupational training.

Contents analysis

Government sponsored training programmes have given increasing emphasis to providing assistance to the socially disadvantaged. Such programmes, however, have been characterised by disappointingly high drop-out rates.

The disadvantaged person seems to lack not only technical and vocational skills but some type of "coping skill" as well. If he had had the ability to cope, he might well have examined other solutions to his problems as alternatives to dropping out. Coping skills can be described as "life skills".

If successful functioning in society depends upon two sets of skill — technical/vocational, as one set, and problem-solving skills as another set — it becomes possible to describe people in terms of the presence or absence of these skills. In fact, a skills axis can be constructed. For example, the vertical line will represent a range of problem-solving life skills, with the extreme of no skills at the lower end of the line, and the extreme of complete life skills at the upper end. The horizontal line will represent the saleable technical/vocational skills, the left end representing the point of complete absence of any saleable skills, and the right end, the possession of many saleable skills. There will be four resultant quadrants:

Q.2	Q.1
Q.3	Q.4

Plottings in the resultant quadrants can be made to describe the combination of occupational and problem-solving skills possessed by individuals. Q.1 describes those whom society regards as successful; Q.2, those who do not have many, or any saleable skills, but who cope well with those problems life brings them. Q.3 includes disadvantaged people and Q.4 includes people who have saleable skills but no problem-solving skills.

Each person has his own axis. Each success or failure in life exacts a new interpretation of the axis for the person. The skills axis,

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descriptive in broad terms of the skills required for effective functioning in society, assists in the identification of training needs. Traditionally, manpower training has concerned itself solely with the horizontal line, i.e. the need for training in saleable skills. Such a training programme assumes one or all of a number of things about problem-solving life skills: it may assume that people already have problem-solving life skills; or it may assume that economic effectiveness eliminates the need for such skills; or it may assume that people cannot increase their effectiveness in handling their personal problems.

A "life skills" programme denies these assumptions. While individuals can learn life skills through their own efforts, a more effective way, particularly for the disadvantaged, is through training. Often lacking in communication skills and equally lacking in confidence the disadvantaged respond by retreating from a situation rather than by trying to find a solution. A systematic programme of training in the necessary skills hastens their acquisition.

However, by itself, a life skills programme does not provide an adequate manpower training programme. It merely substitutes one form of instability or disequilibrium on a manpower training axis for another. For example, an unstable position would be apparent in Q.2 (high problem-solving skills/low saleable skills) and in Q.4 (high saleable skills/low problem-solving skills).

When a manpower training programme directed at people on Q.3 deals only with saleable skills it moves its clients from Q.3 to Q.4; if it provides only problem-solving life skills, the client moves from Q.3 to Q.2. If the two types of training are combined, however, the trainee has the opportunity to move from Q.3 to Q.1. A life skills course, linked to technical/vocational education and training, provides disadvantaged members of the population with the problem-solving life skills characteristic of people who use themselves confidently and effectively in their contacts with others.

In referring to this abstract please quote N° L 213	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Central African Republic 674

Author:
Title:
Bibliographical references:

Décret nº 72/154 du 12 mai 1972 instituant une Commission mixte de centrafricanisation des personnels des entreprises privées en République centrafricaine
Journal Officiel de la République centrafricaine, Bangui, Vol. 14, No.12, 15 June 1972, p. 337-338.

Translation

Decree No. 72/154 of 12 May 1972 constituting a Joint Commission for the "Central-africanisation" of the Personnel of Private Enterprises in the Central African Republic

Subject analysis

Decree setting up a commission to assist the Government in dealing with the problem of "Central-africanisation" of the personnel of private firms: purpose and duties, membership.

Contents analysis

A Joint Commission is to be set up for the "Central-africanisation" of the personnel of private undertakings under the Minister of Labour. Its purpose shall be to:

(1) identify the personnel requirements of enterprises and consider the means for satisfying them both quantitatively and qualitatively;

(2) determine the procedure for joint action by public and private establishments providing training, including further training and upgrading, for personnel who are nationals of the Central African Republic;

(3) study all problems connected with the general policy of "Central-africanisation" of the personnel of private firms; carry out any relevant studies or surveys and submit proposals to the Government with a view to helping solve such problems.

The Chairman of the Commission shall be the Minister of Public Administration and Labour, who shall convene it and determine its agenda. The members of the Commission shall be: the chairmen of the district Chambers (chambre consulaire), the Director-General of Education, the Director-General of Labour and Social Legislation, the representative of the Minister responsible for relations with private enterprise, the Director of Planning, the Director of the National Manpower Bureau, the Director of Industry, the Director for Home Commerce; 5 representatives of the Interoccupational Group for the Study and Development of the Economy (Groupement interprofessionnel pour l'étude et le développement de l'économie centrafricaine — GIRCA); 5 representatives of the General Union for Central African Workers (Union générale des travailleurs centrafricains — UGTC).

All private firms shall submit to the Commission plans for the progressive "Central-africanisation" of their personnel. If it thinks fit, the Commission may require heads of firms to submit any documents which might assist it in its deliberations.

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n referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52060	Handicapped (social)	-	-	2	United States of America 73

Author: GOLDSTEIN, J. H.

Title: The effectiveness of manpower training programs: a review of research on the impact on the poor

Bibliographical references: Washington, D.C., US Government Printing Office, 1972 : Studies in public welfare, paper No.3, 70 p. Price: US $0.45

Translation

Subject analysis

Report reviewing benefit-cost analyses of manpower programmes carried out under US anti-poverty legislation: methodology; programmes assessed; implications and conclusions; bibliography.

Contents analysis

A study has been carried out at the instigation of a congressional subcommittee to examine the impact that government-financed manpower programmes have had on the earnings of the poor. It identifies the characteristics of those individuals who have benefited most from training as well as those who have proved unsusceptible. It discusses the effectiveness of different programmes, and assesses the likelihood that greatly expanded training programmes will reduce the incidence of poverty and the size of the welfare population.

The emphasis is on social benefit and cost. The social cost of a training programme is defined as the value of the output which could have been produced with the resources actually employed in training. The social benefit covers changes in full employment and increases in earnings of trainees.

In general the study was critical of all evaluations carried out so far to assess the impact of such programmes. Observations have rarely lasted more than a year and no account has been taken of alternative strategies. Training alone may not be the answer to widespread poverty. It has to be evaluated in the context of the alternative strategies which are available. If unemployment is not reduced below the 5% level, much of the 1.6 thousand million dollars planned for manpower programmes in 1973 could be better spent on job creation. Furthermore, many of the benefits which trainees receive may come at the expense of other untrained low-income earners whose jobs they take. These displaced workers may become welfare cases in turn. Comments on the specific programmes are outlined below.

Manpower Development and Training Act (MDTA) [cf. abstract No. 1/B 5066, Vol. 4]

MDTA programmes have been studied extensively although each study has limitations which make generalisations dangerous. Programmes have

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been generally regarded as successful because they generate improvements in the economic position of the trainees which are greater than the social cost of training. As an investment this programme has yielded a return of about 15%. The MDTA on-the-job training (OJT) [cf. abstract No. 13/B 44678, Vol. 11] has been more effective than classroom instruction, especially for women. However, the annual earnings of those completing such programmes generally remain below the poverty level.

Neighbourhood Youth Corps (NYC) (in-school, out-of-school and summer programmes) [cf. abstract No. 2/B 21840, Vol. 7]

The function of NYC is to encourage continued school attendance and evaluation findings were uniformly discouraging. In-school programmes may have limited success but it appears that NYC is too simplistic a mechanism to be effective in reducing school dropout rates. Analysis of out-of-school programmes suggests that the programme is helping male school dropouts adjust in the employment market but even here earnings are below the poverty level. Benefits to females are small.

Job Corps [cf. abstracts Nos. 2/B 17261, Vol. 7 and 2/B 35772, Vol. 9]

The conclusions to benefit-cost analyses are not encouraging and if their estimates prove accurate, the Job Corps is economically inefficient.

Work Incentive Programme (WIN) [cf. abstract No. 2/B 2138-1, Vol. 7]

Evaluation rating of this programme is particularly poor. It has been relatively expensive and its record of successful placement (30%) falls far short of MDTA (51%).

Job Opportunities in the Business Sector (JOBS) [cf. abstract No. 2/B 2138-1, Vol. 7]

Studies indicate that claims of success have been exaggerated and that JOBS may have served largely as a subsidy to firms with high turnover rates among their unskilled employees. In many instances, lower-cost disadvantaged are substituted for other employees as they vacate their jobs. Training subsidies should be conditional upon the employee being retained in an acceptable job for a specified period of time following training.

Conclusion: It is imperative that Congress, as well as the government services, have solid information concerning the employment and earnings of the trainees in government-sponsored manpower programmes. Rational decisions cannot be made about the future funding and structure of these programmes in the absence of information on performance evaluation. [Cf. also abstracts Nos. 2/B 47688, 2/B 43862, 2/B 38566, Vol. 11, 2/B 40894, Vol. 10, 2/B 36508, 2/B 35374, Vol. 9.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52032	-	-	-	2	Germany (Fed. Rep.) 430.2

Author:
Title:
Bibliographical references:

Sachverständigenkommission Kosten und Finanzierung der beruflichen Bildung
Zwischenbericht der Kommission
Bonn, Jan. 1973, 93 p. (offset).

Translation

Intermediate report of the Committee of Experts on the costs and financing of vocational training

Subject analysis

Intermediate report of a committee of experts: terms of reference; methodology (scope of the inquiry, sample, interviews, questionnaire); provisional findings based on 20 case studies; schedule of main and final reports.

Contents analysis

A Committee of Independent Experts was set up on 1 April 1971 by the Minister of Labour and Social Affairs to investigate the costs of out-of-school vocational training and to propose regulations for financing it which would ensure minimum quality standards for vocational training within the undertaking. The Committee's mandate, scheduled for a period of 2 years, required it to investigate all the various occupations and branches of economy; to aim at ensuring, between undertakings, a more equitable financial outlay on vocational training; to study past expenditure and make projections for future expenses. The Committee was to investigate occupations requiring formal training (Ausbildungsberuf) as defined in the vocational training law [cf. abstract No. 1/L 88-1, Vol. 9].

Methodology. The inquiry was carried out along 2 lines: (1) case studies; (2) study of a random sample.

The first line of inquiry was carried out in 2 phases: an initial phase covering industry, commerce, banking and the artisan trades, and a phase covering large undertakings, public employment, railways, the postal service, the army, social security and the hospitals.

The second line of the inquiry covered the following: industry, commerce, banking, insurance, artisan trades, agriculture, consultant services (lawyers, notaries, tax consultants, etc.), doctors, dentists and pharmacists. (A study by a group of experts confirmed that extrapolation of the data gathered from the undertakings would be valid with an acceptable margin of error if the sample were to include 14 chambers of industry and commerce, 117 undertakings providing training and employing 1,000 persons or more, 599 undertakings employing less than 1,000 persons and 1,500 firms in the artisan trades.)

The inquiry was carried out according to rigorously structured interviews on the basis of a questionnaire established by the Committee and pre-

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tested and improved after a trial run. To ensure objectivity and comparability of the data, the Committee posed identical questions to the training directors (Ausbildungsleitung), the training officers (Ausbilder) and the trainees (Auszubildender).

Provisional findings

Costs. Analysis of the replies to the questionnaire has not been completed yet. An initial analysis based on 20 case studies, shows that there is a wide range of costs, varying according to the undertaking, the occupations concerned and the year of training. Gross cost of training per trainee ranges from 4,000 DM (approximately US $1,300) and 35,000 DM (US $11,500). On the other hand the training can itself bring in a net product amounting to some 13,000 DM (US $4,500), representing the value of the work performed by the trainee during the training. In about a third of the cases the value of the trainee's production may exceed the cost of the training.

Most of the cost of the training seems to lie in staff costs (85% to 95%).

Financing. Preliminary analysis shows that the present situation is not satisfactory. Only a system of collective financing of vocational training can be suitable but it is not yet possible to make firm proposals as regards the structure or organisation of such a system. There are 2 possibilities: a centralised school-based system financed from public funds; a system which comprises systematic exchanges among various duly authorised training premises. Systems employing both the above types might also be applied.

There are 4 sources of finance: (1) public funds; (2) contributions from the undertakings; (3) contributions from the workers; (4) contributions from employers and workers together. The 3 latter forms of finance would permit setting up a fund for the financing of vocational training.

As regards the organisational structure of the system, 2 processes might be considered: a suitable expansion of the present institutions or the setting up of an entirely new body. The first solution would encounter problems because of the large number of existing institutions (some 400) and the risk of conflicting interests. This would seem to tend towards selecting the second solution: the possible establishment of a new body.

The Committee expects to finalise the main report of the inquiry, as well as various supplementary reports, by the middle of 1973. The final report is expected to be issued at the end of 1973.

In referring to this abstract please quote N° B 52018	Trainee	Sector	ISCO	CIRF	Country USSR
	-	-	-	2	47

Author: **RYSINA, T.**

Title: Ob èffektivnosti professional'noj podgotovki

Bibliographical references: Professional'no-tehničeskoe Obrazovanie, Moskva, No. 1, Jan. 1973, p. 19-20.

Translation: On the effectiveness of vocational training

Subject analysis: Article on a study on the relationship between the efficiency of workers in the mechanical engineering industry and the type of training they have received (school-based or within an undertaking); findings analysed according to the workers' level of education, occupational mobility, productivity and wages.

Contents analysis

A study has been carried out by the Institute for Occupational Research (Naučno-issledovatel'skij institut truda) to assess whether the type of training received (school-based or within an undertaking) has an effect on employees' work. The study was carried out in the production and ancillary workshops of 4 large mechanical engineering plants. The main findings are given below.

Place of training. Of the total number of workers covered by the survey, 22% had been trained at a vocational school. Most of these were machine-tool operators doing piece-work, an occupation entailing a longer period of school-based training than that undergone by the other piece-workers, such as the fitters.

The level of education of machine-tool operators who had been trained at a school was generally higher than that of the operators who had been trained within the undertakings. For the former, this level corresponded, on average, to 8.4 years of schooling; for the latter the corresponding figure was 7.4 years. The same observation was valid as regards fitters: 7.9 and 7.2 years respectively.

Promotion. The workers' promotion within the qualifications scale depends on the type of training received. In so far as piece-workers are concerned, those whose training has been acquired in a school usually win promotion more quickly (on average, by 6 months) than the workers who have got their training within the undertaking.

The productivity of machine-tool operators and fitters with school-based training was distinctly higher than that of the workers trained within an undertaking. Assessed in terms of average output, expressed as a percentage in relation to set standards, the school-trained workers attained a rate some 15 to 20% higher.

As regards occupational structure, most of the machine-tool operators (both piece-workers and those on an hourly rate) had reached a level of

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general education equivalent to 8 years of compulsory schooling, were aged between 30 and 35 years and had acquired 9 to 12 years' work experience. Of this group of workers, the wages of the machine-tool operators who had been trained at school (duration of training: 1-2 years) was about 14% higher than the wages of those who had been trained within the undertaking (duration of training: 6 months).

In referring to this abstract please quote № B 52012	Trainee	Sector	ISCO	CIRF	Country Byelorussian SSR
	–	–	–	2	476

Author: **ROMMA, F.; GILICKIJ, F.**

Title: Balansovye rasčety po trudovym resursam Belorussii

Bibliographical references: Socialističeskij Trud, Moskva, Vol. 17, No. 12, Dec. 1972, p. 114-120.

Translation: Drawing up a manpower resources balance-sheet in Byelorussia

Subject analysis: Article analysing (with a diagram) the procedure for preparing general and specialised manpower resources balance-sheets and assessing their use in planning reserve manpower for industrial production.

Contents analysis

Drawing up a balance-sheet of the economy's skilled manpower needs and resources should make it possible to take timely action to organise training in the trades required by undertakings, branches of industry, towns and regions. It should also indicate the type of training that will be needed. Responsibility for providing the training should be shared between the vocational schools and undertakings, the latter teaching simple trades and the schools those which are more complex.

Systematic and long-term planning of skilled personnel is needed. The competent authorities have set out, on an experimental basis, to prepare balance-sheets of skilled workers, according to trades, locality and industry for a planning period up to 1980. The basic data for the work, which has been carried out on the lines of the diagram below, are given in greater detail in respect of the current 5-year planning period (1971-1975).

The preparation of general manpower resources balances has brought out the need for accurate estimates of the proportion of the active population wholly occupied in household tasks or in cultivating their own smallholdings. Research was undertaken to find out whether these people were interested in integration in the "socialised production" sector (obščestvennoe proizvodstvo). It was discovered that their attitude depended on several factors, such as the number of young children in the family, the productivity of the holding, its importance to the family as a source of income, and the state of the local employment market. The potential integration capacity was 2.5% to 3% of the total number of such persons in towns, and 6% of those in rural districts. This section of the population is not very mobile; it will therefore have to be employed locally.

Rural districts where the volume of employment in the kolkhozes is declining through the effect of technical change are an important source of manpower. The structure of this population group needs to be

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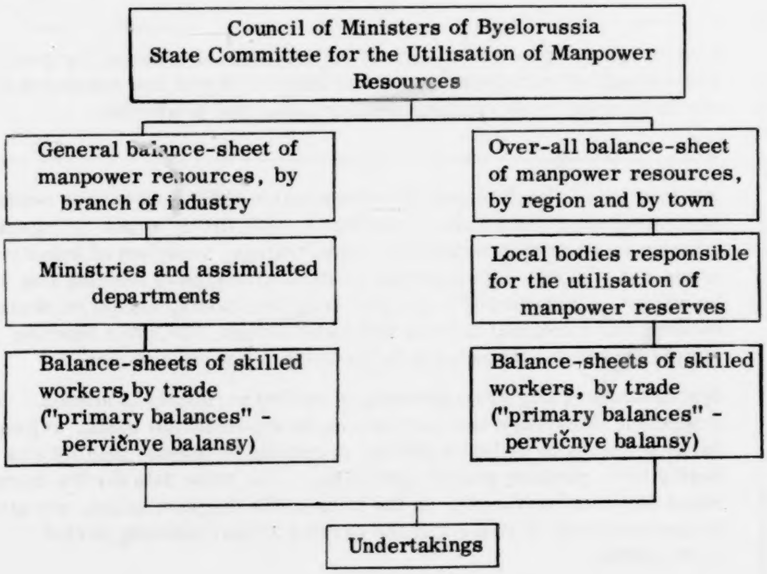
analysed on the basis of various decisive factors (age group, sex, educational standard, etc.) with a view to its redistribution among the different branches of industry. Release from the kolkhozes must be planned with due regard to maintaining agricultural output at the required level. Manpower utilisation sections have been formed within the executive committees of the regional Soviets of workers' delegates; they will be responsible for seeing that the above conditions are fulfilled.


Council of Ministers of Byelorussia
State Committee for the Utilisation of Manpower Resources
General balance-sheet of manpower resources, by branch of industry
Over-all balance-sheet of manpower resources, by region and by town
Ministries and assimilated departments
Local bodies responsible for the utilisation of manpower reserves
Balance-sheets of skilled workers, by trade ("primary balances" - pervičnye balansy)
Balance-sheets of skilled workers, by trade ("primary balances" - pervičnye balansy)
Undertakings

In referring to this abstract please quote Nº B 52011	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Developing countries

Author: BARTHELT, R.

Title: Neuer Trend in gewerblicher Berufsbildung und Gewerbeförderung: mehr Förderung für ländliches Handwerk und Kleinindustrie

Bibliographical references: Entwicklung und Zusammenarbeit, Bonn, No. 12, Dec. 1972, p. 10-11.

Translation: New trends in vocational training and industrial development: more intensive promotion for rural crafts and small-scale industry

Subject analysis: Article on vocational training in developing countries: relation between training, industrialisation and migration from rural areas; need to adapt training systems for use in the Third World; establishment of technical centres and consulting services for small-scale industry.

Contents analysis:

Many developing countries looking at the industrial revolution that changed the farming countries of Europe into industrial nations confuse development with industrialisation. They therefore try to take a short cut by importing European techniques without adapting them. This has been the case with vocational training. The Federal Republic of Germany has provided substantial aid in this field, on a bilateral basis, since 1956. But the dualist vocational training system in the Federal Republic (responsibility and cost shared between the educational system and industry) cannot be simply transplanted to the developing countries.

What the developing countries lack are the undertakings capable of providing real vocational training. They offer a purely school-based system of training whereas in Germany training is shared between the undertakings, which provide the practical workshop training, and the vocational schools, providing the related instruction. Compared with this dualist system, vocational training in a purely school environment presents grave drawbacks: it is difficult to train the available manpower to meet exactly the undertakings' skill requirements; it is costly since wholly dependent on public funds; it encourages the "white collar complex" which tends to make trainees not to consider taking up manual work, etc.

Vocational training cannot by itself bring about industrialisation, though undertakings in many developing countries fail to make use of its possibilities. Some big industrialisation projects have worsened rather than solved economic, social and structural problems. Industrialisation which creates ripples of progress acts like a magnet on the environment and speeds up the depopulation of the countryside. But the few modern undertakings have a low demand for manpower, cannot absorb the waves of migrants — often the more dynamic segment of the rural population. Only a development of the rural areas themselves can really get the Second Development Decade moving, creating a balanced relationship between agriculture, the rural infrastructure, industry and the artisan trades.

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Small-scale industry in the developing countries is hardly able to solve its own vocational training problems. The people who obtain secondary school certificates will not be content with the jobs they are offered in small industrial undertakings or the artisan trades sector in the rural districts. To integrate vocational training in the latter enterprises and eliminate its school atmosphere, will require the setting up of technical centres and consulting services. The centres would be used for further training for workers already in employment as well as for initial training; they could help to disseminate modern technologies and be a means of experimenting with technical adaptations. The consulting services would be a link between artisan trades and industrial and commercial undertakings. The need for training would thus be satisfied and progress stimulated in both the modern and the traditional sectors.

United action involving vocational training, technical development and the promotion of the artisan trades and industrial and commercial undertakings is more costly than purely school-based vocational training. But resources thus invested would have a direct impact on some of the basic employment and development problems of the countries concerned.

In referring to this abstract please quote N° B 51952	Trainee	Sector	ISCO	CIRF	Country France
	-	-	-	2	44

Author: MANGENOT, M., ALISÉ, N., REMOUSSIN, F.
Title: Les jeunes face à l'emploi
Bibliographical references: Paris, Editions universitaires, 1972, 301 p.

Translation: Young people confronted by the world of work

Subject analysis: Research report on the employment of young people: (1) policy statement; (2) national survey on the employment of youth (young people in employment, unemployed or students): terms of reference, methodology and findings; diagrams, statistics. [This abstract deals mainly with Chapter 6 on the national survey: young people in employment.]

Contents analysis

The survey was carried out from 10 October to 15 November 1969 by the French League for Continuing Education and Training (Ligue française de l'enseignement et de l'éducation permanente). The National Institute of Statistics and Economic Research (Institut national de la statistique et des recherches économiques — INSEE) and the Institute for Materials Research and Testing (Ecole supérieure d'application du matériel — ESAM) assisted in the work.

The scope of the survey covered young people throughout France born between 1 January 1945 and 31 December 1954. No distinction was made as regards sex, nationality or civil status. The following were excluded: military conscripts, young people not in employment and not seeking employment, married women not in employment, young people in employment but having employer or independent worker status.

Method. The method used was a questionnaire inquiry (a range of some 50 questions) distributed to a sample of 12,000 persons selected on a quota basis. The inquiry was carried out through individual interviews at which the field workers were asked to consider the interview as an opportunity for discussing the subject's problems and their leisure time occupations. Discussions at local level on the findings of the survey provided another opportunity for learning more about behavioural motivation.

The field workers tended to lay greater stress on young people under 20 years of age. By and large the sample of workers was given less attention than that of the students.

Analysis of the replies

2,340 young men and 1,628 young women in employment responded to the inquiry: 68% of the men were production workers, 14% salaried employees, 7% middle-level supervisory or management staff. The corresponding figures for the women were 28%, 47% and 14%.

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As regards educational background, 4 out of 10 of the men at production worker level said they had had no more than primary education. More than 75% of the managerial level, however, had completed at least senior secondary schooling. There was no difference between men and women as regards level of general education, whatever the socio-occupational category.

More than half of the young workers had had no vocational training or had only had on-the-job training. One out of 5 had gone to a vocational school (collège d'enseignement technique), 1 out of 10 to a technical secondary school (lycée technique). One young worker out of 3 had taken or was taking a course of further training ; men tended to have a higher rate of participation in such training than women (35% as against 26%). In about 40% of the cases studied the further training was chiefly a matter of upgrading within the same line of work. Nearly two-thirds of the courses of further training were being taken outside working hours, often a heavy burden on the young workers. Unskilled and specialised workers tended more frequently to be taking such training during working hours. One young worker out of 5 said that he had no intention of taking further training, one out of 4 would like to take it but did not have an opportunity to do so.

Young people tend to be subject to occupational mobility. More than one-fourth of the respondents had changed jobs at least once before he was 25 years old.

Training and job satisfaction. About 25% of the young workers felt that their first job was quite in line with the training they had received, but an equal number stated exactly the contrary. The least satisfied with their current jobs were production workers and unskilled labourers. One-third of the respondents hoped to change their job shortly, usually because they felt they were not earning enough. Clearly, wherever the young people were well satisfied with their current employment they were less anxious to change jobs.

In referring to this abstract please quote N° B 51897	Trainee	Sector	ISCO	CIRF	Country
	Handicapped (social)	-	-	2	United States of America 73

Author: HARRISON, B.

Title: Education, training and the urban ghetto

Bibliographical references: Baltimore, Md., London, The Johns Hopkins University Press, 1972, 267 p.

Translation

Subject analysis

Book analysing the return to education and training investments for non-white city-dwellers: methodology; findings; current orthodoxy; suggested new policy directions; bibliography; detailed statistical appendices.

Contents analysis

[This book represents an analysis of the return to educational investment in non-white urban workers. This abstract deals only with the main conclusions.]

The basic assumption of the study was that a worker's potential productivity is enhanced by investments in his education and training. Three different residential locations were considered: central city ghettos, the rest of the central city and the suburban ring.

There were two main samples: (1) 21,467 persons, aged 14 or more, living in the 12 largest metropolitan statistical areas in March 1966; (2) 37,330 persons, aged 14 or more, living in one of the 10 well-defined urban ghettos in 8 large cities in November 1966. The research project involved analysing over 50,000 interviews conducted by government agencies with ghetto and non-ghetto dwellers in the metropolitan areas.

The main finding was that education and training are of less help to black ghetto residents than to others in getting either a job or equal pay and the opportunity for advancement. Educational returns were particularly low — and in terms of reducing unemployment, virtually non-existent — in the urban ghetto. There was little difference between the trained non-white ghetto dweller and the untrained non-white; both had to deal with the reality of extensive unemployment.

Emphasis must be shifted from the alleged defects of the poor themselves to defects of the market system which condemns the poor, and especially the non-white poor, to an unstable secondary employment market. Suggested new policies are outlined below.

Ghetto development. Institutional change is critical if urban minority groups are to be able to cope with society as equals. Specific measures would include: job creation within ghettos; acquisition by the community of assets both inside and outside the ghetto; a substantial expansion of existing businesses owned by non-whites (particularly through

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co-operative forms of ownership); large-scale transfer of ghetto property to ghetto residents and/or the community; emphasis on the provision of pre-vocational and vocational training within ghetto enterprises; and local control of community political institutions, e.g. schools, police, health facilities.

Public employment. The emergence of the service economy (now the fastest-growing source of jobs) creates an opportunity to broaden the employment possibilities of ghetto workers. The twin problems of ghetto under-employment and the growing shortage of public services may contain their mutual solution. New approaches will be needed in the areas of recruitment, vocational training, placement, and especially in the design of relatively culture-free examinations and performance tests.

Public sanctions on the hiring practices of private employers. Over three-fifths of the labour force work in the private sector. The Federal Government should strengthen legislative and other measures to attack discriminatory practices among private employers and labour unions. These would include: compulsory hiring of specified percentages from low-income groups; hiring criteria linked to job performance ability; fines for discriminatory practices.

Comprehensive redevelopment of the central city. New planning techniques (e.g. high-rise industrial buildings, "towns-within-towns", multiple purpose skyscraper complexes) now make it possible to expand employment opportunities within central cities and avoid overcrowding. The most important side-effect would be an enormous new demand for minority labour, both in the construction phase and subsequently in the continued operation of the city.

A comprehensive urban employment policy. Three general directions of action are called for: upgrading workers' skills and employability through improved education and training, overcoming discriminatory practices and other barriers to their employment, and achieving greater economic and employment growth within geographic and occupational reach of inner-city workers. It is essential that efforts be made simultaneously in all three directions in order to be effective.

[Cf. also abstracts Nos. 2/B 39562, 2/B 43862, 2/B 47688, 2/B 52060, Vol. 11.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 51609	Handicapped (Social)	-	-	2	United States of America 73

Author: PIERSON, F.G.

Title: Community manpower services for the disadvantaged

Bibliographical references: Kalamazoo, Mich., The W.E. Upjohn Institute for Employment Research, 1972, 86 p. Price: US$1.25

Translation

Subject analysis

Study on the requisites for designing a comprehensive manpower programme at community level: determining targets and strategies; reorientation of existing programmes; adaptation to the community's social/political realities. [This abstract gives a general outline of the concepts discussed.]

Contents analysis

As part of a general plan to decentralise many of its major functions, the Federal Government is now proposing to delegate much of the responsibility for manpower training and related services to the State and local governments [cf. abstract No. 1/L 77, Vol. 8]. This study examines the steps communities will need to take if a policy of decentralisation is to be successful.

Three sources of data were used: statistical information from government sources; public and private reports on training and related programmes in different cities; personal interviews with officials and close observers of government-sponsored manpower programmes in 6 cities in the middle-Atlantic region.

The Government's manpower development effort is chiefly addressed to helping persons who suffer from generally recognised educational, cultural, or other handicaps to find work or career advancement. Statistical information on such programmes is sparse [cf. abstract No. 2/B 52060, Vol. 11] and if city and smaller communities are expected to exercise anything like effective control over manpower development activities within their jurisdiction, detailed data on operations of the various programmes, by local areas, are essential.

Broadly stated, communities will be called on to perform 4 major functions: plan manpower development goals for the disadvantaged; choose among available means for meeting these goals; monitor operations of the specific programmes selected, and evaluate their results. Failure in any one function will be detrimental to the entire community effort.

The 4 functional responsibilities should take into consideration 6 operational areas: overcoming social and psychological barriers; providing general work orientation and remedial learning skills; providing vocational training and career opportunities; matching jobs and job seekers and restructuring jobs in line with available workers; providing financial allowances and supportive services; private and public job creation.

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The over-all outcome would be that the requisite human and physical resources would be brought together at the different levels of need in a manner which would yield "maximum benefits" with "minimum resource inputs". Investing these broad generalisations with specific content and determining an appropriate strategy are the critical issues confronting a community.

In choosing a manpower services strategy, a community has a wide range of policy options. The key issue is how far the community decides to move away from a market-oriented towards an intervention-oriented strategy. The specific direction which a community chooses to follow must reflect its particular needs and resources. Implementation of this policy choice is a 3-stage process: (1) determining the scope of manpower policy, (2) assigning responsibility for delivering manpower services, and (3) establishing specific programme objectives.

The states and cities are to be given wide latitude in determining how money made available by current legislation and, in particular, the Emergency Employment Act of 1971, is used. Obviously, the funds are too limited to have a major effect on over-all employment trends which will be influenced by broadly expansionist fiscal policies at national level and communities will face difficult decisions in determing what persons should be able to benefit from public employment policies.

In adapting existing manpower programmes to the needs of the disadvantaged, the problem is to delineate the specific role of each programme more sharply and to adapt the various programmes to their assigned objectives. Until this is done, the present haphazard and arbitrary pattern of services will continue to prevail.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 51486	-	Education 931	-	2	Chile 83

Author: -

Title: Segundo Mensaje del Presidente Allende ante el Congreso Pleno

Bibliographical references: Santiago, 1972, 998 p.

Translation: President Allende's second address to Parliament

Subject analysis

Book containing the President's address on 21 May 1972, summing up progress and future tasks in the country's effort to achieve economic democracy and an enlightened society; annexes covering all aspects of national policy (defence, economy, finance, social policy, regional development, etc.).

Contents analysis

[The President of the Republic of Chile addressed Parliament on 21 May 1972. The text of the address is followed by annexes covering every aspect of Chilean policy. This abstract deals with the annex on education in the context of social policy (cf. p. 719-748).]

In 1971, the year of the National Education Congress, the Chilean Government sought to open the educational door wider by admitting to the educational system everyone who wished to undertake some form of education or training. At the same time (and for the first time) all persons employed in the field of education were able to participate in a general survey of education in Chile.

Outline of educational policy

Chile's objective of founding a socialist society is the basis of the country's educational development policy. The aims of this policy are: to foster national awareness; to associate education with productive work; to lay special emphasis on the sciences; to apply a concept of instruction of the people by the people, thus giving up that of an educated élite passing on its knowledge; to educate and train the whole human being, by developing him as regards not only his intellect but also his physical abilities, particularly through sport and individual – including artistic – expression.

Specific objectives have been set.

1. To give equal opportunity to all; to meet the community's educational and cultural needs by widening and diversifying the educational system, improving living conditions and implementing, with immediate effect, an assistance policy designed to make the benefits of education more widely available: i.e. providing assistance to individuals and communities in the form of either school-based or extra-mural education.

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2. To raise the level of skill and develop the aptitudes of the individual with a view to his achieving a better integration into society. This would be achieved through a fusion of theory and practice, constant adaptation of syllabi to the course of change, and replacement of the present formal school-year system by a more flexible system permitting each pupil to advance at his own pace and as he reaches the required standard.

3. To set up a unified educational system, related to the country's economic, social and cultural development, abandoning the present excessively conventional and discriminatory system. Teacher training should be similarly standardised; the duration of the training would be standard, whatever the subject, and consist of a common basic stage followed by specialisation up to different levels of achievement, with appropriate correlation of studies and work experience.

4. To decentralise the technical, administrative, budgetary and physical functions involved in the system of education, eliminating the anachronisms in the old administrative organisation and meeting the need to adapt to regional requirements.

5. To guarantee the workers employed in the field of education the best possible conditions compatible with economic and educational policy. This implies establishing, after investigating existing working conditions, a career structure with a uniform salary scale and equal promotion opportunities.

6. To promote the participation of all workers in educational services, with representation of all interested parties, including secondary school students and the Workers' Central Union, in the national education bodies. The Council of Education Workers is to be an advisory and standard-setting body. Participation will be further assured by a School District Council which will include representatives of teaching staff, parents, pupils and social organisations. There will also be local, provincial and regional education councils to further educational development generally.

[The book includes: details of achievements in 1971; inventory of targets for 1972-1973 — school attendance in general vocational and education, teacher training, adult education, school buildings, teaching materials, etc.]

In referring to this abstract please quote N° B 51349	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Germany (Fed. Rep.) 430.2

Author: LEMKE, H.

Title: Berufsbildung zwischen Individualanspruch und Bedarfsdeckung

Bibliographical references: Berufliche Bildung, Düsseldorf, No. 10, Oct. 1972, p. 210-214.

Translation: Vocational training – a conflict between individual ambition and meeting requirements?

Subject analysis: Article on reform of the educational system, including vocational training: the theory of individual gifts and the theory of requirements; harmonising the training system and employment trends through direct or indirect action; proposals.

Contents analysis

Opposition to the various schemes to reform the education and training systems has made much use of the argument that most young people are not gifted enough to benefit from the change. Nowadays science does not accept this argument, the evidence being the growing numbers of students at university, and of young people who are attending or have graduated from secondary school.

It was subsequently alleged that massive attendance resulted in a lowering of standards; however those who have passed through the system have emerged with the appropriate qualifications. But this increase can be at the expense of other lines of training (e.g. vocational training), a situation that would be strongly contested.

The criticism now raised is of the menace of "over-production" of people qualified for non-manual openings, since the theory of "innate gifts" has given way to the theory of "requirements"; the supporters of this theory would indignantly reject the suggestion that they want to put up barriers to training.

Against any fundamental reform of the educational system, the main contention is that an "academic proletariat" would be created, as there would not be enough jobs to satisfy the expanded demand. At the same time there would not be enough skilled workers to replace those who leave the labour force. It is claimed that there are thousands of unfilled posts in undertakings offering initial training.

Those who defend the reform proposals obviously do not want to create a system that is not geared to employment, since there would be no opportunity to practise the skills acquired. The real question is how to close the gap between the educational system and the employment situation.

1. Direct influence. A public or private institute could be set up to produce at regular intervals and according to well-defined criteria, estimates of the number of young people who should take up any particular

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training course. This procedure should not be retained since it would clash with the German trade union approach to the question or with the spirit of the law. It would also raise insoluble problems in connection with plant organisation, labour mobility, promotion, etc. There should not be a rigid link between training and employment.

2. Indirect influence. An alternative would be to exert an influence on training indirectly, taking individual ability as the basis and assuming that the least able will fill the least skilled jobs and the more able the jobs carrying responsibility. This method is too rigid to be acceptable, however.

One could also let everyone choose his own training, in which case selection is likely to correspond to social origin: workers' children would gravitate towards manual work. This, which is roughly the situation today, cannot be accepted because it stands in the way of social advancement and individual ambition.

Another method suggested is that up to the end of junior secondary school (10th school year) there should be freedom of choice; but a choice made at that stage might bar the pupil from going on to another type of training at the senior secondary stage.

Yet another possibility is to offer senior secondary education — up to the 12th or 13th year — to all; but training syllabi are so specialised that advancement would be possible only in the selected field, subject to there being enough places available.

A different approach would be a training system that gave all young people, up to the end of junior secondary school, a sufficient range of broadly based training courses, each wide enough to allow the trainee to go on into any stream of senior secondary education or training. The choice of training after junior secondary should be not merely available but also practicable. The same is true as regards access to university. This scheme would require establishment of a diversified counselling service to help each person make his choice in the light of his own aptitudes and abilities and the use he can make of the skills he has acquired. Orientation would be through information and guidance, not by training opportunities.

Trainees and training institutions need to study the market, just as firms do. Market mechanisms are not the preserve of the economy , to the exclusion of the education and training system. Just as the head of a firm chooses what to produce, so the worker should have the right to choose — at his own risk — the kind of training he wants.

In referring to this abstract please quote Nº B 51279	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	2	438

Author: SOSNOWSKI, T.

Title: O system kształcenia ustawicznego

Bibliographical references: Szkoła zawodowa, Warszawa, Nos. 9 and 10, Sept. and Oct. 1972, p. 7-11 and 13-15.

Translation

A scheme for lifelong education

Subject analysis

Article on a scheme for the organisation of continuing education for workers: stages constituting the scheme and legislation needed to introduce it; establishment of education services; new types of institution required.

Content analysis

There is a difference of principle between current adult education practice and what is coming into being to replace it — a system of continuing or lifelong education. It means essentially changing over from the idea that everybody is capable of studying to the idea that everybody must study. A model has been worked out for lifelong education within the framework of the vocational training of the individual worker. In the model, 3 stages are defined: (1) occupational preparation; (2) further occupational training and specialisation; (3) updating.

The first stage is entirely school-based. Stages (2) and (3) include varying forms of production work: in-service training, further study following the obtaining of certificates or diplomas, compulsory updating courses systematically organised at regular intervals every few years. In between courses, the workers continue to study on their own with appropriate guidance, and attend lectures on specific subjects arranged by higher education institutions, research institutes and various trade or professional associations.

When the workers pursue their education and improve their level of skill in this way, it will mean requiring plant libraries and scientific information centres and mass media, too, to assume new and important functions within the scheme.

Some of the problems involved in instituting a system of lifelong education have already been considered in a resolution of the Council of Ministers on the organisation of further training for workers in jobs requiring secondary school education and the conditions under which further training should be made compulsory for them [cf. abstract No. 4/L 5, Vol. 5]. It is now becoming urgent to draw up legislation for lifelong education to cover all employees, including manual workers.

Some of the matters to be dealt with are given below :

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The authority determining the regulations for lifelong education should be the Ministry of Education. The ministries for the various branches of industry should establish education services to co-ordinate the activities of undertakings, research institutes and other institutions (including social organisations and co-operatives providing courses) concerned with lifelong education and training for workers.

Since courses will be the principal means of providing continuing education, a comprehensive network of institutions providing courses will be needed to cover the whole country. This network will include: (1) centres providing further training courses for workers in specific industries; (2) training centres set up by large undertakings for their own personnel; (3) centres to meet various regional requirements. As regards immediate needs, a further training centre such as required under (1) must have premises to cover 5 purposes: classrooms for giving the instruction; premises for preparing teaching aids; practice rooms with tape-recording equipment where the trainees can check their progress and improve their skills; student accommodation; provision for leisure activities.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° 51269	–	–	–	2	Chad 674.3

Author:

Title: Les perspectives d'emploi et les besoins en personnel qualifié au cours de la décennie 1971-1980

Bibliographical references: Fort-Lamy, Direction du Plan et du Développement, July 1972, 60 p. (mimeo).

Translation: Employment prospects and requirements in trained manpower in the 1971-1980 decade

Subject analysis: Study on active population and employment situation in 1968 and prospects for 1980; skilled labour requirements for production and public sectors; training needs; conclusions; methodology of the study; statistics. [This abstract deals only with skill requirements for the modern economy sector, cf. sections 3 and 4, p. 27-50.]

Contents analysis

The Chad Economic and Social Development Plan for 1971-1980 has been supplemented by separate studies covering employment and vocational training for which this study constitutes part of the preparatory work It comprises 2 sections: (1) an assessment of the Plan's impact on overall employment trends; (2) an attempt to estimate (for the modern sector of the economy only) the country's requirements in trained manpower for implementing the Plan.

The total active population over 15 years of age rose from 1,048,000 in 1963 to 1,165,000 in 1968. It will probably reach 1.5 million by 1980 Workers in the modern production sector (i.e. the private secondary and tertiary sectors and the public service) are mainly concentrated in the urban centres, and practically all male workers in the primary production are able to find employment in that sector. Women in the active labour force are virtually all employed in traditionally female occupations and the proportion of women employed in the modern sector is negligible.

Methodology

For the purposes of the study, workers in the modern production sectors have been classified according to origin (nationals or expatriates) and in 6 skill categories corresponding to various levels of training:

(1) management (university level);
(2) higher technician (university-level institute);
(3) technician and/or foreman (completed technical secondary school);
(4) skilled worker (trade certificate);
(5) specialised worker (completed primary school plus short training of not more than 12 months);
(6) unskilled worker.

As the data regarding the distribution of workers in the modern production sector in 1968 were insufficient, 1970 was adopted as base year.

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It was assumed that all jobs up to skilled-worker level in all 3 sectors (where in any case there were few expatriatees in 1970) would be filled by Chad nationals by 1980. The study therefore deals chiefly with categories (1) to (3). For the public sector, the first hypothesis was that all posts currently held by expatriates paid under contract from the national budget or from technical assistance funds would be filled by Chad nationals. A second hypothesis allowed for the fact that French bilateral aid personnel had increased in number between 1965 and 1972. It was assumed, however, that the number of expatriates would drop from 6.6% in 1968 to 2% in 1980. For the production sectors 3 hypotheses were used: (1) replacement by Chad nationals at a steady rate of 10% a year over the 10 year period; (2) an intermediate hypothesis — a reduction of over 50% each for categories (1) to (3) a replacement rate of 2% a year.

Training needs

Training of an average of about 1,600 persons a year is projected for the modern sector as a whole, to include:
- 130 at the higher education(university) level;
- 165 at university institutes (or assimilated institutions);
- 1,325 at secondary school level (full or partial).

Five major areas for training were distinguished: administrative and legal (some 490 persons a year); business and commerce generally (290); scientific and technical (370); educational system (335); social work (135).

Training action for the production sector should aim at the following annual output: management staff and higher technicians — 60; technicians and foremen — 70; skilled manual and clerical workers (category 4) — 340.

Assuming a moderate rate of replacement by Chad nationals, the annual training requirement for the public services would be: management staff and higher technicians — 235; technicians — 195; trained government officers — 720.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 51053	-	-	-	2	Puerto Rico 729.5

Author:
Title:
Bibliographical references:

TORRUELLAS, L.M.
Necesidades presentes y futuras de Recursos Humanos en ocupaciones técnicas, diestras y clericales
Revista de Ciencias sociales, Puerto Rico, Vol. 16, No. 2, June 1972, p. 263-283.

Translation

Present and future requirements as regards manpower for technical, skilled worker and commercial occupations

Subject analysis

Article on the shortage of manpower with technician level and skilled worker qualifications: aims of the study; research method; occupational structure and projections; evaluation by and recommendations of employers and technical teaching staff.

Contents analysis

In Puerto Rico today unemployment is high and large numbers are underemployed; at the same time, there are shortages of skilled workers, many young people not attending school and a substantial proportion of workers whose skills are out of date.

A study has been made to analyse the shortage of human resources with technician level and skilled worker qualifications (for both industry and commerce), and the implications of this shortage for educational planning.

The study was based on data from the census and statistics produced by the Department of Labour and the Planning Bureau. A supplementary survey was carried out by questionnaire addressed to 6,164 heads of firms selected from different branches of industry, and by follow-up interviews with 500 of the sample. The study set out to find answers to 6 questions: (1) the existing structure of technical employment and future human resources needs up to 1975; (2) the most and the least common occupations at these levels; (3) the manpower shortage occupations and the relevant occupational descriptions; (4) the extent to which existing training facilities were able to meet the demand; (5) evaluation of programmes by the heads of firms; (6) assessment of training opportunities in the workshops in relation to training objectives. [This abstract is concerned with the last 3 questions.]

Findings

Only about 5% of the training needed between now and 1975 will be given by the undertakings. The inadequacy of present training programmes is aggravated by the fact that many trainees never practise the trade they have learnt, or else train for an occupation of little value to the economy. Few heads of firms are aware of the part training schemes could play in producing employees with the skills they are looking for. They are on the whole satisfied with the graduate trainees but complain that the courses are too few and lack variety. They also criticise the syllabi

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for being technically out of date and unable to inculcate the basic communication, science and mathematics skills.

The technical teachers' opinions on the school workshops as regards ability to cater to the training objectives vary according to the particular programme, geographical location and age of the school, the size of the workshop, etc. Most of the unfavourable comments referred to insufficient floor space, inadequate equipment and ancillary services, poor condition of the equipment, insufficient space for stores and poor maintenance service.

Main recommendations

Public and private training institutions should do their utmost to meet the demand not met by the undertakings. The problem of trainees who do not practise the trade they have learnt should be studied to ascertain where the fault lies: in the training courses or in the system of placing the trainees.

Existing programmes should be expanded and new ones developed to meet the increasing demand for specialised and unusual occupations. There should be close liaison with industry to improve syllabus content. Technical teachers should be able to call upon the co-operation of industry to arrange staff exchanges and even to take part in preparing syllabi and programmes. There should be more effective co-ordination between all bodies concerned with training. To help in planning training programmes, there should be regular studies of manpower needs at various skill levels, and syllabi should preferably be planned to cover groups of trades. Classroom and workshop training should be combined with real, on-the-job experience. Vocational guidance should be expanded and improved and the training programmes available made better known.

Selection and procedures for admission to training should be improved.

The workshops, their equipment and maintenance services need to be completely overhauled.

Teaching staff should be given every opportunity to improve their qualifications, in particular through having access to training opportunities while they are in employment. Ways and means will have to be found for selecting teaching staff better and inducing them to stay in the profession.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50865	-	-	-	2	Africa (French speaking)

Author: -

Title: Children, youth, women and development plans

Bibliographical references: Abidjan, UNICEF, Regional Office for West and Central Africa, 1972, 152 p. Price : US$ 2.25.

Translation

Subject analysis

Report on an international conference concerning the role of children and young people in development plans: purpose and participants of the conference; major questions (health, environment, contents and purpose of education, employment, impact of major operational projects); financing; conclusions and recommendations.

Contents analysis

[This abstract deals mainly with the conclusions of the committee on youth, employment and development.]

A Conference of Ministers was organised by the United Nations Children's Fund (UNICEF) at Lomé (Togo) from 23 to 26 May 1972, to consider the broad theme of "children, young people, women and national development plans". Specifically the Conference was to: (1) permit a general exchange of views; (2) define the problems and needs of an organisational planning that would take into account the development of human resources, of which children, young people and women constitute a major portion; (3) draw up policies and programmes which would encourage effective cooperation among governments, international organisations, bilateral and multilateral aid agencies, and UNICEF.

Eight countries sent full delegations (Cameroon, Chad, Gabon, Ivory Coast, Mali, Mauritania, Niger, Togo) and 4 sent observers (Congo, Dahomey, Senegal, Upper Volta). More than 20 international organisations, governmental as well as non-governmental, sent observers and/or technical experts. National studies prepared by the group of 8 countries constituted basic documentation for the Conference [for abstracts of the papers prepared by Mauritania, Niger and Togo see respectively Nos. 2/B 50805, 2/B 50804 and 2/B 50479, Vol. 12]. Four subcommittees were set up: (1) childhood up to 5 years — women, youth and the environment; (2) youth, employment and development; (3) childhood, youth, women and the impact of major projects; (4) childhood, youth, women and national planning.

New orientation and expansion of education

Education must be rethought and must aim at developing the whole person. It consists of 2 complementary systems: a formal system (the traditional school) and an informal system which aims principally at educating different age groups and giving people who have no or little schooling an opportunity to prepare for their working life.

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To be effective this new type of education requires:

- an organisational structure involving all members of the community in defining the objectives and contents of an educational system which takes into account traditional structures and values;
- a system of continuing assessment;
- an economic situation permitting the employment of trained youth.

Employment of young people

The following are prerequisites to the integration of youth into the development process:

- studies carried out at local level on the needs of rural communities and their employment potential, especially in the artisan trades and service occupations;
- studies carried out by qualified staff of the country concerned with a view to employment creation for young people in rural areas;
- concentrated action to encourage the establishment of an infrastructure of small and middle sized undertakings.

It will also be necessary to:

(1) select, as a priority measure and on the basis of studies and other means, those development projects (whether industrial or agricultural) which will result in maximum employment creation, particularly as regards the employment of young people;

(2) seek the greatest possible equilibrium between employment openings and the number of young people trained;

(3) ensure that the concept of social return is made an integral part of any development project;

(4) ensure that throughout the prevocational and vocational training programmes for young people there is an adequate economic and social infrastructure which will facilitate their insertion into the development process.

Means of action

In addition to the purely national resources which will have to be allocated in equitable fashion between the different systems of education, the countries concerned will need to rely on substantial external assistance for some time to come. Donor and recipient countries must ensure that such assistance conforms to certain criteria: interdisciplinary collaboration, maximum efficacy, judicious utilisation of resources, adaptation of the systems to the level of development and to the long-term objectives of the country, etc.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50825	–	–	–	2	France 44

Author:
Title:
Bibliographical references:

MARECHAL, J.-F.; BAPTISTA-RIQUELME, Cécilia
Les salariés face à la formation
Paris, Les Editions d'organisation, 1972, 155 p.

Translation

The wage-earner's attitude to training

Subject analysis

Research report on wage-earners' attitudes to training: basic hypotheses of the research; methodology; characteristics of the sample; findings of the survey; conclusions.

Contents analysis

A survey has been carried out by the Institute for Research and other Activities in the Social Sciences (Institut de recherches et d'interventions en sciences sociales – IRISS) on behalf of the National Industrial Productivity Information Centre (Centre national d'informations pour la productivité des entreprises – CNIPE). The purpose was to find out more about what "training" means to wage-earners: what ideas it conveys to them, their attitudes to it, how they would like to see it put into practice.

The research was based on the following hypotheses: the wage-earner's conception of training is linked to the individual's economic and social situation; training may be looked upon as a means to obtain social advancement; the trainee's criteria for assessing the effectiveness of the training are purely subjective; the decision to follow a training course is usually the outcome of a complex decision-making process; the amount of information the individual has on existing training opportunities is a decisive factor; attitudes to training follow distinct patterns; the individual's initial training largely influences his attitude to continuing or lifelong education and training.

Methodology

The survey was based on the above hypotheses and was carried out by individual interviews in 2 stages: (1) investigation of the hypotheses with 10 individuals, 5 workers who were undergoing training and 5 who were not; (2) further investigation, based on the hypotheses, with 15 workers undergoing training and 35 not. The sample was based on direct selection: all the subjects were between 18 and 40 years of age; two-thirds of the sample were men and two-thirds were married. Six branches of industry were represented: food industries, building, commerce, electronics, metallurgy-engineering. textiles. The geographical coverage was Paris, Rhône-Alpes, southwest and northern France.

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Interviews were carried out in 2 stages. There was a first contact to explain the purpose of the survey and the role of the individual interviewee in it. The second was the interview itself, tape-recorded, lasting on average 1 h.30. [The book reproduces substantial extracts from the recordings.]

Findings and conclusions

Attitude patterns. Analysis of the sample leads to recognition of 3 types of attitude to training. Type A rejects training, as if the offer cast doubt on his psychological stability and acquired occupational competence. This type seems to be fairly exceptional. Type B considers training to be solely a means to a strictly professional end, and relates it very strongly to employment openings. His attitude tends to limit his ability to find training opportunities. Type C thinks that training should be a way of enlarging one's range of skills and knowledge; he considers it worthwhile even if it does not bring any immediate tangible result.

Conclusions. These can be summarised in the 5 points below.

1. For most of the interviewees, "training" means chiefly "vocational" training. They tend to think only in terms of school-based training. Training provided within the undertaking is not looked upon as genuine training.

2. Training does not currently have a very attractive image. It is generally thought that the effort to be trained deserves compensation. But training in the sense of education is regarded as the privilege of an upper class, something out of reach, not a worker's right. Training is not considered very important in connection with finding a job and getting promotion; the training opportunities available are not widely known. The training actually undergone is usually contrasted with an "ideal" training.

3. Motivations for training vary according to the purpose of the training. The economic and psycho-sociological constraints of the working-man's environment discourage workers from trying to improve their qualifications. In most instances the motivation to train is a wish to better one's position (need for security, wish for promotion, etc.). The social or family context may create an economic motivation. The individual may feel a need to draw attention to himself and his position.

4. There are many objective and subjective stumbling blocks to training, particularly since so little is known about available opportunities. Objectively, training involves individual effort and consequently fatigue, represents an investment of time and energy, and extra expense.

5. People belonging to the categories of employees interviewed should be given more information about the provisions of the Act of 16 July 1972 concerning the organisation of continuing vocational training [cf. abstract No. 1/L 126, Vol. 10] and the National inter-occupational Agreement of 9 July 1970 [cf. abstract No. 1/B 40018, Vol. 9].

In referring to this abstract please quote N° B 50805	Trainee	Sector	ISCO	CIRF	Country
	–	Education 931	-	2	Mauritania 661.2

Author: -

Title: Etude nationale, Projet UNICEF — Enfance — Jeunesse et plan de développement

Bibliographical references: Nouakchott [?], Conférence de l'UNICEF, Dec. 1971, 173 p. (mimeo).

Translation

National survey, UNICEF Project Children-Young People and development plans

Subject analysis

Report on a survey of the situation of children and young people and an analysis of their needs; solutions, approaches and suggestions for integrating this group in the nation's development. [This abstract deals primarily with those aspects of the survey which concern education.]

Contents analysis

[This report was prepared for an interafrican conference held in May 1972 at Lomé (Togo) and sponsored by the United Nations Children's Fund (UNICEF). For information on the conference itself, cf. abstract No. 2/B 50865, Vol. 12.]

In 1964-65, Mauritania had 1,060,000 inhabitants (50% of whom were under 20 years of age), and an estimated population growth rate of 2%. The rural population was thought to comprise 820,000 nomads. On 1 January 1970 the total population estimate was 1,200,000, with an estimated urban population of between 120,000 and 160,000.

Mauritania's economic sectors are: traditional rural, semi-traditional rural (artisan trades, fishing, service occupations, trade and transportation); modern (mining, water, electricity, banking, insurance, public undertakings); and civil service. Her gross domestic product doubled between 1959 and 1964 and her trade balance is one of the most favourable in Africa. This is mainly due to iron ore exports (85% of all exports in value) and despite imports of consumer goods and equipment from 68 countries. There are some 10,200 wage earners in the private sector, 2,964 in the public, 536 household employees, 3,313 permanent civil servants and 2,370 officials under contract.

Few women are employed in the modern sector.

The educational system comprises primary school (7 years, the 1st taught in Arabic only and the following in Arabic and French), which is divided into 2 cycles (5 and 2 years respectively) and leads to a primary school certificate. The pupils may then take the secondary school admission examination. At secondary level, technical education is provided in technical secondary schools and vocational schools (collège d'enseignement technique). There are also apprentice training centres and rural education centres. The teacher training college at Nouakchott offers a 3-year teacher-training course.

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Radio broadcasting, a powerful instrument for development, is also used extensively for educational purposes.

In 1969 it was estimated that the educational system reached 10.4% of the school-age population, with 26,000 in primary school (1960: 8,643). Up to 60% of the pupils drop out before reaching junior secondary (cours moyen 1ère année — CM 1).

Those who complete the 2nd year of junior secondary (CM 2) and have no access to senior secondary school gravitate towards the urban zones. All young people, irrespective of their educational level tend to migrate to the cities. About 50% of the urban dwellers have gone to school; the education "rate" is very low in rural areas and practically nil among the nomads. 25% of all children in school are over 14 years of age. In 1970 there were 3,104 secondary school pupils, 11% of them girls.

At present, technical education and vocational training are geared primarily to employers' needs.

Parents' reactions to their children's school attendance fall into 2 broad categories: some see it as the only escape from the constraints of rural life, the others as a burden since it occupies needed manpower.

Priorities

Primary school education should be redesigned so as to extend it to rural areas and link it with the technical training of young people, to reduce unit costs, increase effectiveness, and revise its curricula. Priority should be given to improving the situation of rural youth and helping urban youth to acquire employable skills. Women's training needs should be met, especially in the agricultural sector, where they are responsible for almost all production.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50804	-	Education 931	-	2	Niger 662.6

Author: -

Title:
Bibliographical references:

Rapport national: Enfance, jeunesse et plans de développement
Niamey, Conférence de l'UNICEF, Dec. 1971, 258 p. (mimeo).

Translation

National report: Children, youth and national development

Subject analysis

Report on a survey of the present situation and future prospects for young people in Niger: reports by committees on health, on education, on women and the family and on the environment; development strategies; proposals; statistics and tables. [The abstract deals only with the report of the education committee.]

Contents analysis

[This report was prepared for an Inter-African Conference held at Lomé (Togo) in May 1972, under the auspices of the United Nations Children's Emergency Fund (UNICEF). For information on the Lomé Conference, cf. abstract No. 2/B 50865, Vol.12.]

Niger has a population of 4,126,000 (1971) and a surface area of 1,267,000 km^2 (just over twice that of France); 5% of the population live in towns. It has had an annual population growth rate of 2.7% for the past 5 years and the under-25-years age group accounts for about 65% of the whole population. The vast majority of the working population is still to be found in the traditional occupations — millet, sorghum and groundnut cultivation, cotton growing and stock raising. At the time when Niger became independent (1958), it was one of the African countries with the lowest level of schooling.

	Population	School-age population (7-14 years)	Enrolled	Rate of enrolments
1958	2,702,806	540,561	13,887	2.5%
1965	3,352,882	640,576	55,146	8.2%
1971	4,126,000	825,200	88,594	10.7%

The genuine effort to raise school attendance has been hampered by a demographic growth rate which is likely to double the population in 20 years.

The primary schools take pupils from the age of 7. The size of classes ranges from 13 to 65 pupils, according to region. Primary schooling lasts 6 years, but out of 1,000 pupils starting primary school, 90 finish it in 6 years, 203 in 7 years and 348 in 8 years. The dropout rate is nearly 50%, so that each year thousands of school-leavers swell the mass of urban unemployed, for neither the service occupations nor industry can absorb those who drop out of the education system.

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In the secondary schools there were 5,228 pupils in 1969-1970 instead of the 13,039 expected, mainly the result of rigorous selection before admission. The class promotion rate was 76% (90% forecast), class repeats constituted 14% (6%) and dropouts 10% (4%). The 1970 forecast of senior secondary passes was 119, but only 60 actually passed (58 in June 1971).

Teaching staff. One of the major problems in improving the educational system is the level of qualification of the teaching staff. In 1969-1970, the total primary school teaching staff was 2,206. Of these, only 204 were fully qualified primary school teachers. The remainder comprised 979 assistant teachers (44%), 136 qualified instructors and 837 assistant instructors (38%). As many of the qualified teachers were detached to secondary schools or to other government employment, the proportion of assistant instructors was in fact even higher (52%). To remedy the situation, a teacher-support scheme has been built up to cover the whole country, with a system of continuing further training for teachers in service, especially for the instructor grade. A big effort is being made in secondary education to raise the numbers of Niger nationals among school administrators and teaching staff (at present 18.6%).

Technical and vocational education is given at (1) the Maradi technical secondary school (lycée technique) and (2) the Niamey centre for initial and further training.

(1) Admission is by country-wide competition among pupils who have completed junior secondary school (classe de cinquième des colleges d'enseignement général — CEG). The training leads to higher technician certificate (baccalauréat de technicien) which can be followed by advanced technical or specialist studies abroad. It is also possible at the end of the first-year class to take the examinations for the industrial technician certificate (brevet d'enseignement industriel — BEI) or a similar certificate in commerce (brevet d'enseignement commercial — BEC).

(2) The Niamey Centre offers training for industrial occupations up to trade certificate level (certificat d'aptitude professionnelle - CAP), and also provides courses of further training, either full-time or in evening classes.

There are out-of-school youth movements, educational broadcasts (with radio clubs), 3 young farmers training centres, settlement and training activities for co-operators and functional literacy projects.

There is still very little higher education. In 1970-1971, only 308 senior staff were in training, all of them outside the country. It is planned to complete the educational infrastructure with a higher education centre and university campus.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50561	Young	Education 931	-	2	Malta 458.2

Author: -

Title: Youth and development in Malta

Bibliographical references: London, Commonwealth Secretariat, 1972, 179 p. Price: £1.25

Translation

Subject analysis

Report on a seminar on youth problems: youth in society; education and training of young people (formal and non-formal education); employment (counselling; training; co-ordinated approach); youth in the service of the community; seminar participants; papers submitted. [This abstract deals only with youth education and training.]

Contents analysis

[This report is one of a series planned to provide a broad view of the problems of youth and development in Commonwealth countries prior to and in preparation for a meeting of Commonwealth ministers to be held in Zambia early in 1973. See also abstract No. 2/B 44112-2, Jamaica, Vol. 10.]

Few people would question the desirability of educating for personal development and training to contribute to the well-being and prosperity of the nation. In attempting to achieve these aims the advanced countries of the world have been supplying for more than one hundred years a form of schooling whose contents and objectives have been decreed unilaterally and which, given to a captive audience, has rarely been subjected to a critical review.

In most countries (and Malta is no exception) formal education falls short of its declared or implicit objectives of creating happy and responsible young adults, equal in opportunity and accurately graded in achievement, suitably guided towards a satisfying life role in their society. A declaration of aims, however, does not ensure that those aims will be achieved.

It is generally agreed that primary education should comprise a basic instruction common to all children (a refining of motor skills and a development of basic communication skills); it is less easy to agree on the content and spirit of secondary education. In Malta the following changes should be introduced in secondary education: it should give young people much more guidance in the techniques of living; its syllabi should include courses for potential consumers, courses in discrimination and in the formulation of rational judgement (as a bulwark against the massive attacks of the mass media), courses to prepare pupils who will be leaving the islands [Malta, Gozo and Comino] for coping with their likely future environment; the importance given to examinations should be curbed; specialisation should be introduced at a much later stage and with adequate safeguards to rectify an unwise initial choice.

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Little seems to be known of the wide range of education and training opportunities available outside the formal education system. There is therefore a need for much more over-all planning and co-ordination of the formal and non-formal systems. To this end a comprehensive survey should be made of all non-formal educational activities in the islands: general education (for early leavers; for social advancement), vocational training (including apprenticeship, in-service training, retraining), and social and welfare activities. Such a redesigning of the education system would mean deploying funds and reorienting the attitudes of employers and the public as well as reconsidering the teacher's role and making more intensive use of educational buildings and resources.

School to employment

Since unemployment is a major problem in the islands, there is need for an effective system of counselling to help smooth the transition from school to work. All area schools should have full-time guidance personnel in addition to their teaching staff. There should be close liaison between the guidance unit of the Ministry of Education and the Youth Employment Service of the Ministry of Labour. Both services should have close links with employment and every effort should be made so that there shall be the least disruption to the young person himself and to his school or employer.

The means by which young people are trained for employment should be subjected to a review and critical appraisal. The review should cover both institutional and other types of training, facilities currently available as well as those desirable for the updating, upgrading and retraining of all members of the labour force.

The apprenticeship system is not fulfilling its purpose of creating a competent workforce. The number of apprenticeships is too low. In 1971 some 3,000 young people left school but only 117 apprentices were engaged by the Government, the Malta Dry Docks Corporation, and various private firms. Young people are reluctant to undergo a further period of training immediately upon leaving school. Employers could help the situation by making apprenticeship more attractive, providing an efficient training programme, guaranteeing employment on completion of apprenticeship, taking other steps to correct the generally unfavourable popular image of apprenticeship.

In referring to this abstract please quote N° B 50479	Trainee	Sector	ISCO	CIRF	Country
	–	Education 931	–	2	Togo (Rep. of) 668.13

Author: –

Title: Enfants et jeunes dans l'espace togolais

Bibliographical references: Lomé, Conférence de l'UNICEF, Dec. 1971, 432 p. (mimeo).

Translation: Children and young people in Togo

Subject analysis: General report on the situation and outlook for Togo's young people: changes in the economic and social structures; goals; statistical findings, maps, charts and diagrams. [This abstract deals only with the school system, the apprenticeship system and young agricultural workers, p. 78 to 110.]

Contents analysis

[This report was prepared for an interafrican conference held in May 1972 at Lomé (Togo) and sponsored by the United Nations Children's Fund (UNICEF). For information on the conference itself, cf. abstract No. 2/B 50865, Vol. 12.]

[Togo has an area of 56,000 km^2 (nearly one-fourth the size of Great Britain), a population of 2,006,770 (1970), 45% of which is under 15 years of age, and an annual population growth rate of 2.6%. 12% of all Togolese live in cities; 44.5% work in the primary sector (growing traditional crops, such as cocoa, coffee, cotton and peanuts, raising livestock, fishing, phosphate mining) and 21.8% are employed in the secondary sector. Ed.]

The public education system comprises 4 levels: pre-primary, primary, secondary (general and vocational), and post-secondary (higher education and teacher training institutes); numerous private institutions at all levels provide instruction in various fields.

Togo is one of the west African countries which has made the greatest effort to provide schooling (in 1970, 41% of all school-age children, 6 to 14 years). Yet the literacy rate is only 10%. Girls have less access to education than boys. In 1970-71, girls accounted for 32% of the primary school pupils (449 girls for 1,000 boys), and only 19% of the secondary school pupils. Schooling has developed unevenly in different parts of the country, with the South well ahead of the North both quantitatively and qualitatively.

The school system, which should be a means of advancement, for the most part produces pupils who must repeat their last year of primary schooling. The few who continue their studies become supervisors and administrative employees, at considerable public expense. Further education, a simple extension of primary schooling, provides too little practical work and is unco-ordinated, since the subjects are separated

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into airtight compartments. A poor general orientation prevents the pupils from attaining well-paid positions.

Secondary school education is open to the same criticisms: it tends only to prepare pupils for higher studies.

Vocational education receives less than 1% of the 229,000 pupils in primary and secondary school.

Economic consequences

This divorce between Togo's school system and its developmental needs, is probably due to the facts that the school system is modelled on the French system and that the pupils find it difficult to study in a foreign language. The outlets available to those who have attended school are inadequate: a choice between employment in agriculture, an artisan trades apprenticeship, or unemployment. The thought of returning to agriculture is repugnant to roughly 90% of the young school leavers, all of whom seek salaried employment. As many as can go into teaching. Some emigrate, notably to Ghana. Others become parasites, never thinking of their family plot as a source of livelihood. In 1969, 60-70% of the unemployed youth living in the capital had just finished school. The school's strong emphasis on intellectual work leads chiefly to low-level clerical work, but even this is becoming increasingly reserved for secondary school graduates.

Apprenticeship, for the most part unplanned, is an important substitute for schooling, but the actual number of apprentices is practically unknown. The period of apprenticeship lasts from 2 to 4 years. It is contracted for between guardian and employer, the former presenting the latter with money and gifts. Apprenticeship is costly to the individual; its conditions are hard and its returns poor.

Most of the children and young people come from the agricultural sector, which is notoriously slow to change and offers almost no opportunities for advancement. Nonetheless, some incidence of success can be found, such as that of spontaneously formed groups of peasants, particularly in the coffee-cocoa zone. In other zones with high agricultural potential, young people can "manage", through self-organisation and with the help of adults, by raising crops or livestock.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50472	-	Education	-		Sri Lanka
		931		2	548.7

Author:
Title:
Bibliographical references:

WIJEMANNE, E.L., SINCLAIR, M.E.
General education: some developments in the sixties and prospects for the seventies
Marga, Colombo, Vol. 1, No. 4, 1972, p. 1-26.

Translation

Subject analysis

Article on the reform of the educational system in the 1960s and its implications for the 1970s: problem of the educated unemployed; improving the relevance of education; prevocational studies at secondary school level; curriculum development.

Contents analysis

The outstanding educational innovation of the 1960s in Sri Lanka was a raising of the quality of primary education through improved curriculum development, particularly as regards the teaching of science. Heavy preoccupation with subject-based curriculum development, however, tended to lead to a neglect of broader educational objectives. Quality improvement in a purely pedagogical sense was not sufficient. The science teaching being given in the classroom, for instance, bore little relevance to the life situation of the pupils.

As a direct result, the major problem facing the country by 1970 was the massive growth in the numbers of educated unemployed. Even the best trained technician and science graduates found it difficult to obtain employment. The shortcomings of the education system had reached crisis proportions. Its internal efficiency was low, since the number of repeaters was high even in the first years of primary school. It was failing to prepare young people effectively to find their place in adult society, to find useful work that they could do, to play a responsible social role or to find individual fulfilment. Even young people whose abilities and family resources allow them to complete their secondary education successfully, tend to fail when it comes to finding employment. The secondary school graduate expects and is expected to find employment in clerical or administrative work. His education tends not to have fitted him for a productive occupation that the economy is able to provide. The problem therefore becomes one of finding how to make education relevant.

One answer to the problem of educational relevance would be to include the systematic study of occupations in the secondary school curriculum, with priority attention being given to the occupations which support the life of the community. Both pupils and parents recognise mathematics as a subject which is difficult but which contributes to becoming an educated person such as a mathematics teacher. They fail to recognise the degree of difficulty and the complexity of the skills required of the

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small cultivator. The mathematics teacher is a respected "professional" person; the paddy farmer is dismissed as "unskilled".

This illusion can only be removed by lowering the barriers between school and local community. A step in the right direction has been the introduction in 1972 of the common junior secondary curriculum which covers the 6th to 9th years of education and allots 17.5% of the school timetable to prevocational studies. These studies would include conventional vocational subjects (carpentry, weaving, metalwork, ceramics, agriculture, commerce) but they also comprise inquiry-based studies of local occupations and industries (fishing, gemming, brickmaking, coir-work, plantain cultivation, etc.).

The new prevocational programme was introduced on a compulsory basis. It is still at an exploratory stage and its progress will have to be kept under constant review. Inquiry-based study of local occupations may generate a different curriculum structure. Critical questions are: the range of different prevocational studies that should be followed by each pupil if there is to be a satisfactory matching of what the pupil studies and what his employment opportunities are on leaving school; measures to ensure continuing improvement in method and content and constant adjustment to changing work situations and to new development plans, both national and local. In so far as is possible priority should be given to studying occupational areas which offer the pupils real employment prospects.

The prevocational studies programme and the concern to make teaching relevant to the life and work of the community will increasingly permeate the curriculum. It is to be hoped the result will be the development of improved syllabi and new approaches for the teaching of traditional subjects such as science, social studies and the humanities. It will also require a reorientation of teacher training programmes: the teacher must become not a specialist in certain academic subjects but a specialist in certain aspects of life and work, a manager and counsellor responsible for arranging suitable learning opportunities for his pupils.

In referring to this abstract please quote Nº B 50288	Trainee -	Sector -	ISCO -	CIRF 2	Country Italy 45

Author:
Title:
Bibliographical references:

Fondazione Giovanni Agnelli
La promozione sul lavoro e la riconversione professionale
Bologna, Società editrice Il Mulino, 1972: La Formazione professionale in Italia, Vol. 2, 205 p.

Translation

Retraining and occupational advancement

Subject analysis

Report on vocational training in Italy: present educational system; main problems (prolongation of compulsory schooling; agricultural training; transfer from school to work; retraining, etc.); recommendations; situation in other countries. [This abstract only deals with the duration of schooling and training for agriculture.]

Contents analysis

At the request of the Giovanni Agnelli Foundation (Torino), the Research Centre on Social Investment (Centro Studi Investimenti Sociali – CENSIS) has made a study of vocational training in Italy, with particular reference to the problems inherent in retraining workers. It also deals with the question of compulsory schooling and training in agriculture.

The school system in Italy is out of line with the requirements of the economy. It needs to be strengthened: the school must no longer prepare for a specific occupation but must provide general education with enough basic vocational training to be a foundation for a continuing process of occupational adaptation. Currently there is almost 100% attendance in the 1st year of school but a progressive decline over the next 3 years; at age 13 years the attendance rate has dropped to 71.6%. In agriculture the system is even less effective. It aims at giving a high level of qualification but fails to provide basic knowledge and skills which would be useful later in other fields of activity.

Prolongation of compulsory schooling. Setting 16 years as the end of compulsory schooling [cf. abstract No. 1/05710, Vol. 2] will be a problem for the transfer from school to work. The new school system should give everybody equal opportunity for education and training, but not lead to a premature selection of occupation. But the reform is controversial: it is based on the addition of a single 2-year cycle of studies which would include the subjects now being taught in vocational schools. The prolongation will only be practicable if the families concerned are financially able to keep their children at school and effectively off the employment market until the age of 16.

Another solution, more drastic but not immediately practicable, would be to start compulsory schooling at 5 years of age, provide one year of occupational orientation and follow that year by 4 years of interdisciplinary study. Young people would then complete secondary schooling at the age of 18 but would already have been prepared for the world of work.

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Training in agriculture. There are many and very diverse agricultural training projects, but only one really takes into account the needs of the sector. In most cases, the training ends with the initial entry into a job and, with some exceptions which affect only a few people, provides an entirely static structure of rural manpower and agricultural production. Further training or readaptation tends only to be concerned with manual training. Yet over the past 10 years the agricultural manpower in Italy has declined by 41%, and large numbers of workers have had to transfer to other fields of activity without having the necessary basic education.

The "family schools" (scuole-famiglia) are in some respects an exception. Instituted in the 1950s in an agricultural school in Northern Italy, they are based on experiments carried out in France before the Second World War. They give young people combined general education and vocational training, alternating periods at school with periods back on the farm. Life in the family on the farm thus becomes a means for occupational experimenting and, back at the school, the pupil can check what he has learnt in practice, compare it with the other pupils and draw conclusions for his work.

The "family school" syllabus lasts 2 years for pupils who have completed secondary school (3 years in other cases). The curriculum is the foundation for all subsequent specialisation. It consists of a common programme of general education, science and technology, and a number of optional subjects provided in conjunction with specialised schools. The pupils participate in the management of the school, in organising its community life and ensuring its services. They take home project work: questions on specific rural problems to which they are expected to find solutions drawing on the aid of their family and neighbours. The teachers of the school visit them systematically so as to be aware of the details of the family background and to help in the family project work. This system helps to make each pupil aware of the good points and also the limitations of his environment and to enter it as an active member or to look for another type of occupation.

Proposals. Compulsory schooling must provide comprehensive general education for future generations. It must open the doors to occupational life. The system should have 3 phases: general education, basic vocational training, further training (specialisation, updating, etc.). Agricultural training should be geared to provide basic vocational training followed by specialisation and entry into the world of work; it should qualify for a range of skills and be a means of refreshing skills and knowledge.

In referring to this abstract please quote N° B 50116	Trainee	Sector	ISCO	CIRF	Country Argentina
	-	-	-	2	82

Author: **PAIN, A.**

Title: Actitudes de los trabajadores ante la formación profesional

Bibliographical references: Montevideo (Uruguay), CINTERFOR, 1972: Estudios Monografías No. 10, 138 p. (offset). US$2.

Translation: Workers' attitudes to vocational training

Subject analysis: Study on workers' attitudes towards vocational training: purpose and scope of the study (sample); methods, findings, conclusions and recommendations; tables; annexes (variables), questionnaire. [This abstract deals chiefly with the study's main findings, conclusions and recommendations.]

Contents analysis: [The 5th Meeting of the Technical Committee of the Inter-American Vocational Training Documentation and Research Centre (Centro Intro-americano de Investigación y Documentación sobre Formación Profesional – CINTERFOR) authorised a study of workers' motivations, attitudes and behaviour with regard to the various types of training. The aim was to be able to draw up appropriate training programmes. Buenos Aires was taken as a representative area and the study itself was carried out by the Education Science Research Centre (Centro de Investigaciones en Ciencias de la Educación – CICE) of the Torcuato Di Tella Institute.]

The objectives of the study were to discover:

- the attitudes to training of workers at the lowest skill levels in medium-sized industrial undertakings;
- the main factors determining these attitudes.

The sample comprised workers chosen from selected firms in industries playing a major role in the economic development plans (machine-tools, electronics, etc.). Each worker was given a standard interview and his answers were recorded in a questionnaire.

Findings and conclusions

The great majority of the workers gave weight to competence, as reflected in pay, stability of employment promotion opportunities and prestige. The following attached greatest importance to competence: those who had lived only a short while in an urban area, those over 20 years of age, the sons of workers or unskilled labourers (peón), persons who had 11 or more years' work experience and those who had least experience of industrial employment.

The workers' image of apprenticeship and vocational training tended to reveal the impact both had had on their own lives and work. All agreed

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that training courses and study were useful; 38% thought that vocational training had furthered their personal development, 7% thought it had brought them social advancement. 50% were not sure whether it had had any effect on their work. In general, they made little distinction between schooling and vocational training.

The least educated and those over 34 years of age tended more frequently to suggest economic and occupational reasons for serving an apprenticeship or taking some other type of training. One-third of the workers had practically no information on vocational training. The extent of their knowledge varied in relation to their level of education: the higher the level, the greater their store of information. Similarly, their knowledge increased proportionately with permanency of residence since longer residence gave greater access to sources of information.

53% considered work experience the best way to learn, while 31% thought that both systematic training and work experience were necessary. Most of the interviewees had learnt by working on the job alongside another worker or a superior.

The factors differentiating workers' attitudes towards vocational training are connected with their employment situation, how they learnt their job and their educational aspirations. The more systematic their training for a trade, the more ready they were to accept training courses as an effective means of learning a skill or a job. Workers who had gone to a vocational school to learn their job were more ready to consider embarking on further training.

Recommendations

1. Information campaigns on training courses should be launched so as to have a snowball effect. Right from primary school youngsters should be encouraged to develop a positive attitude towards systematic and continuous training.

2. To encourage more favourable attitudes, workers should be given incentives to participate in training courses.

3. Courses should preferably be given at the place of work, during working hours, and workers should be willing to contribute towards the cost. Courses should be related to an over-all scheme for workers' advancement.

In referring to this abstract please quote N° B 50027	Trainee	Sector	ISCO	CIRF	Country
	Young	–	–	2	United Kingdom 42

Author:
Title:
Bibliographical references:

About unemployed young people
Bromsgrove, Institute of Careers Officers, 1972: ICON Series, No. 3, 15 p. Price: £0.25.

Translation

Subject analysis

Report on the unemployment affecting young people: gravity of the current situation; the effects of increased productivity; shortcomings of existing provisions to assist unemployed young people; recommendations.

Contents analysis

Achievement in society substantially derives from employment. Enforced idleness on leaving school or in the early years of working life is met by the individual in a variety of ways: resignation, discontent, anger, despair, anti-social behaviour. There is an inevitable diminution of pride and dignity.

Unemployment among young people under 18 years of age in the autumn of 1971 was about 75% higher than the previous year; the corresponding figure among adults was 45%. (Within the unemployment pattern there are enormous regional disparities.) The most serious development in the present situation has been the increase in the numbers of young persons experiencing long-term unemployment.

The rapid rise in productivity during the past year will inevitably have far-reaching effects on future employment. During the first 9 months of 1971 output increased by only 1% but productivity went up by 5%. The industries that have let go the greatest numbers of employees have been those which have experienced the largest increases in productivity. In the last 5 years employment reduction in manufacturing has been 7.5%, in engineering 6%, in the gas, electricity and water industries 5.5%.

These facts emphasise the problems of those areas of the country which predominantly rely on capital intensive industries for employment and whose industrial structure as a whole is insufficiently diversified. The effects of increasing efficiency in industry are likely to continue to have long-term implications on future employment trends. To allow young people to enter the employment market without having acquired adequate skills is to condone their economic suicide.

All young people should have the right to be trained and the right to acquire appropriate skills. The following are some of the steps which should be taken immediately to alleviate the present situation.

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1. Chronic unemployment in development areas can only be solved by creating more employment through new industries and services. The Government should therefore expand regional development policies and reverse the decision to discontinue many of the financial incentives (e.g. favourable depreciation allowances for machinery and plant) introduced to encourage industrial and regional development.

2. In most of the areas experiencing unemployment (i.e. development areas) there is an urgent need for more office employment. Some 20% of the country's working population is now employed in office work (50% work in the south-east region). The Government should decentralise its own administration so as to create more office employment opportunities in other regions.

3. The vocational training of young people should cease to be regarded as something which has to be confined to those in employment. The Government should expand the policy of sponsoring the training of unemployed young people through the proposed National Training Agency (NTA) [cf. abstract No. 1/B 47519, Vol. 11]. The projected Training Opportunities Scheme should be revised to eliminate the restrictive provision discriminating against young people.

4. All unemployed young people attending training courses should receive the same level of allowances with full reimbursement of expenses.

5. In phasing out the levy/grant system under the 1964 Industrial Training Act [cf. abstract No. 1/09825, Vol. 3] and reducing the training activities of the industrial training boards the Government should ensure that the NTA has adequate resources to carry out any training action that may be required of it.

6. The Government should pursue actively its survey of surplus training capacity.

7. The Youth Employment Service should be strengthened to enable it to devote more of its resources to the needs of the unemployed.

In referring to this abstract please quote N° B [illegible]013	Trainee Adult	Sector -	ISCO -	CIRF 2	Country Asia

Author: DUTTA, S.C., FISCHER, H.J. (Editors)
Title: Training of adult educators
Bibliographical references: Bombay/Bad Godesberg, Asian South Pacific Bureau of Adult Education/Friedrich-Naumann-Stiftung, 1972, 164 p. Price: In.Rs.5; US$1.-

Translation

Subject analysis

Report on a seminar on the training of adult educators: purpose; participants; papers submitted (national statements by delegates from participating countries); conclusions. [This abstract is concerned chiefly with the conclusions relating to the qualifications of adult educators and the relevant training.]

Contents analysis

A seminar on the training of adult educators was held in New Delhi from 5 to 13 March 1972. It was organised jointly by the Asian South Pacific Bureau of Adult Education (ASPBAE) and the Friedrich-Naumann-Stiftung, and was attended by delegates from 11 countries and a number of international organisations. The seminar reviewed the state of adult education, as regards both the formal provisions for it and current practice, and examined the training resources and needs for adult education in a region extending from India and Sri Lanka to the Phillipines and Australia.

Adult education does not always receive sufficient attention in the overall planning of education at the national level, whereas as a major contributor to the eradication of poverty and injustice, it should be given high priority. The efficacy of adult education could be improved through a better co-ordination of the efforts of the agencies (both governmental and non-governmental) providing it, and also through raising the standards and qualifications of adult educators.

Whatever the concept of adult education existing in the country, and whatever the type of agency conducting it, a major problem for all countries is the provision of adequately trained personnel to provide it. The countries of the South Asian region are no exception to the rule. The following are the main categories of personnel needed and the corresponding types of ability and training required.

Field workers. These are the front-line teachers, community organisers, literacy workers,etc. They may be working in adult education full-time or part-time, be voluntary workers or paid workers. They should have had basic teacher training in an adult education unit (including field work), or 2 weeks to 3 months training in a teacher training college or special purpose adult education institute. In addition they should have had in-service training under a qualified adult education supervisor.

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Supervisors. These are middle-level adult educators with organisational responsibilities for teams or groups of adult education field workers in a district or region. They often have university training and tend to look on adult education as their permanent full-time occupation. They should have had one year's full-time teacher training, preferably at post-graduate level. They should undergo periodic refresher training, e.g. through intensive workshops or seminars, on an average of not less than one week each year.

Administrators. These are the leaders of adult education departments, chief executive officers and other administrative and professional staff. They are usually well qualified university graduates for whom adult education is their permanent occupation. They should preferably have had full-time post-graduate training supplemented by periodic refresher training provided mainly by means of national and international seminars, intensive workshops, etc.

Knowledge, skill and attitude requirements

Knowledge. Full competence in the subject to be taught: literacy syllabus, including functional literacy and the supporting programmes (civics, environmental health, home making, etc.); community welfare and education (e.g. the various agencies and programmes of community welfare and social service, the problems of an urban environment); crafts; vocational training programmes at various levels and for various types of occupation; teaching methods and psychology (the methods and approaches appropriate to adult education and the psychology of the adult learner).

Skills. Apart from the desired knowledge of specific subjects, the skills required are mainly those needed in handling people: an understanding of the differences among learners; ability to adjust his teaching methods and speed to suit the different groups; skill in handling teaching materials and tools, and the resourcefulness needed to develop new methods and materials.

Attitudes. Essentially the adult educator must have the basic readiness to accept adult education as a lifelong process which is as applicable to himself as to the persons he is teaching. Other qualities and attitudes required are enthusiasm, readiness to accept new ideas and to test new theories and practices, patience and an obstinate belief in the ability of the learner to develop and change.

In referring to this abstract please quote N° B 49699	Trainee	Sector	ISCO	CIRF	Country
	–	–	–	2	International

Author: COOMBS, P.H., HALLAK, J,

Title: Managing educational costs

Bibliographical references: New York, London, Toronto, Oxford University Press, 1972, 288 p.

Translation

Subject analysis

Synthesis report on a study of the use of cost analysis in educational planning: needs being served by cost analysis; the nature and behaviour of educational costs; guidelines for doing a cost analysis; bibliography, index. [This abstract concentrates on Chapter 7: Some down-to-earth suggestions and cautions.]

Contents analysis

In 1968 a large-scale research project was launched by the International Institute for Educational Planning (IIEP), with financial backing from the United States Agency for International Development (USAID) and the Swedish International Development Agency (SIDA), to inquire into actual practice as regards the uses of cost analysis in educational planning. The purpose of the study was to give planners both a general view of the various ways of using cost analysis and practical hints on how to apply them to their own particular needs. On the basis of the findings and analysis of statistical information relating to 27 national case studies (to be published separately by the IIEP), the synthesis report attempts to identify the multiple and individual roles of cost analysis and to analyse the past and future behaviour of educational costs in relation to the most significant factors of development.

Effective educational cost analysis involves not only knowing the right analytical methods but also choosing appropriate tactics and maintaining good human relations. It requires knowledge of where and how to get the basic data and ability to judge the reliability of different sources, to use the time factor judiciously, to avoid conceptual and accounting pitfalls and to achieve a proper balance between economic, pedagogical and other considerations. Some of the main do's and dont's are given below

Objectives of the operation. These must be clarified right from the start, chiefly by consulting the main potential users of the results, especially the managers and decision-makers who alone can put the results into action.

Collaborators. The team must be constituted as early as possible so as to have technical collaborators with the essential skills and access to complementary sources of information (an educational statistician, a budget officer in the education ministry, a general economist at the planning commission concerned with human resources development, a construction cost estimator, etc.).

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Approach. A systems approach should be used from the outset. Whatever its objective, the project must be viewed in its full context using the broad perspective which a systems approach affords.

Assembly of data . There is no single magic list of the minimum essential facts needed. Some of those required are: total enrolments (by level and type of institution, geographic area, grade); annual number of graduates, dropouts and repeaters, shown separately by type of institution, geographic area, etc.; total number of teachers; total annual expenditures; a breakdown of annual revenues by source of finance; data on social and economic trends such as population growth and migration, on manpower needs and employment trends, and on general price, wage and construction cost trends.

Critical ratios and norms. The basic statistics need to be supplemented by a number of crucial relationships, indicators and patterns: the ratio of educational expenditure to the Gross National Product, of teacher costs to other recurrent costs; unit costs per student in rural versus urban schools; comparative costs per student in primary, secondary and post-secondary education, of full-time and part-time instruction, of the theoretical cost of a primary school graduate against the actual cost (allowing for dropouts and repeaters); norms as regards size of class in different types of institution and subject area; indicators of space and equipment utilisation.

Successful educational cost analysis also depends on being able to:

- distinguish between full costs and partial costs, financial costs and opportunity costs, foreign costs and domestic costs;
- bring to light hidden costs, joint costs and the special costs involved in undertaking a new departure;
- avoid the common pitfall of counting the same expenditure twice; and
- be absolutely clear on the meaning of the term "unit cost" which, usually conceived as annual cost per enrolled student, may also, in a different context, mean total cost per graduate, capital cost per student place, cost per classroom, etc.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 52928	Young	-	-	3	Germany (Fed. Rep.) 430.2

Author:	KRAUSE, E.
Title:	Berufsbildung zwischen heute und morgen
Bibliographical references:	Die Deutsche Berufs- und Fachschule, Wiesbaden, Vol. 69, No. 1, Jan. 1973, p. 5-15.
Translation	Vocational training in transition
Subject analysis	Article on the restructuring of vocational training: choice between integration into the school system and retention of dualist system of school/industry; advantages of dualism; tendency to integration of general education and vocational education in the senior secondary schools; problems.

Contents analysis

In an increasingly compartmentalised and specialised economic system there is now hardly a place for the individual. This antithesis is aggravated by the decay of ethical standards, particularly among the young. The resulting crisis can be overcome only by a reappraisal of work, of occupations and of abilities. The one hope is vocational training based on real life, in which technical tasks are identified with the pursuit of true human values.

The major problem is the choice of the system of vocational training. There are two alternatives: (1) integration of vocational training into the education system (which implies enormous expense and a large number of teachers); (2) retention of the dualist system (vocational school/industry), suitably improved.

It should be noted, first of all, that the school system is itself experiencing a crisis, and also that general education freed itself a long time ago from the narrow world of the classroom.

General education and more specifically vocational training depend in the first place on certain precise conditions which must co-exist if training is to succeed. These conditions can be obtained in a school, in an undertaking or even elsewhere. The essential question is for which subjects, which teaching methods and which teaching processes a given setting is the best "place to acquire knowledge" (Lernort). To reject any one solution, or to adopt one only, is no longer a tenable position.

All training is a combination of two influences: (1) "intended" influence, which is deliberately exercised by the teacher on the taught to produce an intended effect; (2) "functional" influence, which is intangible and is exerted on the individual by the environment, for good or ill. The latter is the stronger force. To the vocational training specialist, the "functional" influence imparted by the atmosphere of the school and the undertaking has the greater importance. The undertaking offers real

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work together with all the demands that this implies, together with opportunities for gaining experience and adjusting oneself to a community of workers of all levels, all classes and all outlooks. To ignore the "functional" influence would be detrimental to the undertaking itself. Only the undertaking can give an adequate sense of the permanent pressure exerted by technical, economic and social change. On the other hand, only the school can impart a broad general knowledge that will explain economic and social pressures.

Integration of general and vocational training

Most public and private institutions concerned with the restructuring of vocational training [cf. abstracts Nos. 1/B 48700 and 4/B 49268 of Vol. 11] agree that it should be accorded the same value and status as traditional senior secondary education which leads to a senior secondary school leaving certificate (Abitur) and to university entrance.

Co-ordinated and linked programmes of general and vocational instruction are being worked on, or have already been formulated. The purpose is to provide various training channels in which general education and vocational objectives are combined, in a variety of settings and using a variety of teaching techniques.

An experimental programme of this type is now in operation in the senior secondary schools of North Rhine-Westphalia (Kollegstufenplan Nordrhein-Westfalen) [cf. abstracts Nos. 1/B 39855 of Vol. 10 and 4/B 48679 of Vol. 11]. It has certain drawbacks and has failed to resolve certain problems, notably those of organising the training in alternating 3-month periods at the workplace and at school (Blockunterricht) and of how to organise the first year of basic training (Berufsgrundbildungsjahr).

The system of alternating 3 months at school and 3 months at the workplace is too rigid. The respective periods should depend rather on the nature of the training, on the local circumstances and on the training capacity of the vocational schools and within industry. In industry, the periods should not exceed 4 weeks, in commerce they may be longer. Undertakings also have the problem of what to do with the equipment and facilities of its training staff during the in-school periods.

The subjects taught in the first year of basic training should not be too limited. The relevant labour laws must be observed throughout the Federal Republic.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 202	-	-	-	3	Brazil 81

Author:
Title:
Bibliographical references:

Decreto No. 69.927 - de 13 de Janeiro de 1972, institui, em caráter nacional o Programa "Bôlsa de Trabalho"
Diário Oficial, Rio de Janeiro, Vol. 110, No. 10, 14 Jan. 1972, p. 345-346.

Translation

Decree No. 69,927 of 13 January 1972 concerning the establishment of a national system of grants for trainees

Subject analysis

Decree establishing a Programme of Grants for Work Experience: objectives; eligibility for receiving grants; organisational structure of the Programme (executive and administrative bodies; co-ordination); financial provisions.

Contents analysis

A Programme of Grants for Work Experience (bôlsa de trabalho) has been established with a view to giving students at all levels of education an opportunity to develop techniques of work and study in various fields of activity and also to acquire, on the one hand, work experience in public or private bodies or institutions and, on the other, certain working practices.

The grants shall be awarded in the first instance to persons who have inadequate financial resources. A list of the fields of study to be given priority in awarding grants is to be drawn up, taking into account national economic development needs. The recipient of a work experience grant is to be placed in a field of activity in direct line with his educational background. In specific circumstances a grant may be awarded to very needy pupils to enable them to engage in activities not directly related to their educational background. In such cases the pupil will work under contract and the firm employing him will receive a subsidy to cover, in part, the social security costs and wage of the trainee. In all cases the trainee's work should be adapted to the school timetable and may not exceed 4 hours a day and 20 hours a week.

Responsibility for the administration and organisational standards of the Programme rests with a governing body composed of representatives of the following: the Bureau for assistance to students; various departments of the Ministry of Education and Culture; the Ministry of Labour and Social Security; one employers' confederation; one workers' confederation; the National Confederation for the Liberal Professions; the Council of Rectors. Executive bodies (junta executiva) may be established to be responsible for supervision and co-ordination at local level.

The Ministry of Education and Culture, assisted by the Ministry of Labour and Social Security, the federal universities and the boards of education shall generally provide administrative support for the Programme's activities.

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Public bodies and private undertakings and bodies engaged in similar activities may be associated with the Programme for Grants for Work Experience in order to minimise dispersion of effort.

The Programme shall be financed from:

- specific allocations provided for in the national budget;
- resources available within public administrative bodies;
- contributions set aside for the purpose in agreements concluded with public or private bodies;
- contributions from the Industrial Social Service, the Commercial Social Service and from the Fellowship Programme of the Ministry of Labour and Social Security;
- other contributions, legacies and gifts.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50613	-	-	-	3	United States of America 73

Author: WENIG, R.E., WOLANSKY, W.D.

Title: Review and synthesis of job training in industry

Bibliographical references: Columbus, Ohio, ERIC Clearinghouse on Vocational and Technical Education, June 1972: Information Series 62, Doc. VT 014 877, 60 p.

Translation

Subject analysis

Report on a survey carried out to collect material on training patterns within industry with a view to improving both public vocational and technical education and in-plant training: review of existing practices; strengths and weaknesses; trends; conclusions; tables, graphs, bibliography.

Contents analysis

A study, funded by the Office of Education, has been carried out to gather information about skill training in industry so that informed decisions can be made with a view to improving both prevocational and vocational training programmes. The level of training considered related to semi-skilled and skilled occupations other than those subject to an apprenticeship. Information was collected by mail questionnaires, personal interviews and by a review of available literature. [This abstract deals only with the main conclusions and recommendations of the study.]

Industry, in general, is not satisfied with the type and nature of training provided by vocational and technical education. The usual explanations for this failure on the part of the secondary vocational education system are: the persistence of many schools to use outdated curricula, unrealistic occupational counselling, the low status accorded to vocational education by educators, inadequate empirical data on the specific job-related behaviours necessary for subsequent training, inadequate knowledge of the employment market, complete lack of contact between industry and the schools.

One of the major problems faced by both industry and the vocational and technical education system is the inability of either to provide a smooth transfer of students between school and industry. There is a gap between what is done, taught and required in secondary school and what is required on the job. To effect the transition from school to work smoothly the individual needs a broad foundation of appropriate societal concepts for meeting employment responsibility and making good decisions.

Vocational education is not totally accountable for this problem. Industry also has its share of the responsibility. There is a communication gap between vocational education and industry. It is significant that industrialists generally feel that vocational education's most positive contribution is through industry/school co-operative training programmes.

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This link between industry and vocational education is perhaps the key to providing relevant and realistic job training to students.

Not only should vocational and technical education align its curricula with the needs of industry but it should imitate the more successful industrial training programmes of large industrial companies through using a systems approach and better evaluation strategies. It should confer with many disciplines (e.g. psychology, sociology, economics) in order to gain the knowledge required for evolving an integrated system to improve the students' chances of succeeding in industry.

The determination of both the strengths and weaknesses of job training in industry is important. By understanding which type of job training is best done by industry and that which is best done by the public education system, vocational and technical educators should be able to orient future training programmes more effectively.

A necessary prelude to improving the present situation is additional information on:

- skill training patterns in industry;
- work-life patterns with different socio-economic groups;
- deterrents to training and the critical factors influencing employers' decisions on whether to train;
- ways and means of disseminating information on vocational training programmes to interested consumers;
- development of a reliable statistical system that will permit continuous and systematic monitoring of the nature and scope of vocational training in industry;
- evaluation procedures to test the effectiveness of training programmes;
- cost-benefit analyses of institutional versus industry-based training;
- the problems of transferring from school to industry;
- the strengthening of industry/school co-operation;
- job motivation through training;
- the effectiveness of other countries' attempts to meet industrial needs.

In referring to this abstract please quote Nº L 217	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	4	438

Author:
Title:
Bibliographical references:

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Uchwała Nr 64 Rady Ministrów w sprawie zasad kierowania pracowników uspołecznionych zakładów pracy do szkól dla pracujących
Monitor Polski, Warszawa, No. 18, 17 April 1973, p. 253-256.

Translation

Resolution of the Council of Ministers concerning the principles to be applied in encouraging workers in the public sector to follow part-time courses

Subject analysis

Cabinet resolution on secondary and higher level part-time general and vocational studies for workers in the public sector: conditions for admission, benefits from employing undertakings (paid leave, shorter working hours, grants).

Contents analysis

The Council of Ministers has adopted a resolution on the principles to apply to workers in public employment wishing to take part-time courses in general or vocational secondary schools (including technical colleges).

Admission. To be sent to these part-time courses by their employing undertaking, applicants must have worked in the undertaking for at least one year and have shown adequate competence and appropriate personal qualities. The opinions on the applicant expressed by the works committee, socialist youth organisations and the trade unions active in the undertaking shall be determinant.

Workers may apply for admission to the courses independently, without support from their undertaking but, in such a case, shall not be eligible for the benefits prescribed in this resolution.

Special leave. Workers taking part-time courses shall be entitled to special paid leave:

(1) for those taking correspondence courses — 12 working days for each school year (increasing by 1 extra day per year if they obtain marks averaging at least 3.6 out of 5);

(2) for those taking evening classes — 6 working days for each school year, with 4 extra hours per week if required to provide an adequate rest period between leaving work and commencing classes.

In the case of both correspondence courses and evening classes the worker shall be entitled to time off with pay to sit the examinations. If (as in the technical colleges) he is required to prepare a paper in order to obtain the final certificate, he shall be entitled to 6 additional days leave with pay.

Benefits from undertakings. Workers taking correspondence courses with schools some distance from their workplace or home, and obliged

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to take some classes and to write the examinations at the school, shall have their travelling expenses paid by their employing undertaking.

Any worker who, while continuing in employment, has completed a secondary education course within the prescribed time with an average mark of not less than 4 (out of 5) shall receive a cash grant from the employing undertaking equal to one month's wages. Workers taking courses are required to keep the employing undertaking informed of their progress and to submit any certificates obtained.

Completion of secondary education through such courses shall entitle a worker to automatic promotion in the scale of occupational categories and rates of pay, irrespective of the usual time limits for such promotion.

Administrative arrangements. The Minister of Labour, Wages and Social Affairs may, in agreement with the Minister of Education, draw up a list of vocational secondary schools providing courses for skilled workers which are of special importance for the national economy. Workers with the required admission qualifications who ask to take courses at a particular school on this list shall be entitled to receive the appropriate admission form from their employing undertaking.

[The full title of the resolution is: Uchwała Nr 64 Rady Ministrów w sprawie zasad kierowania pracowników uspołecznionych zakładów pracy do szkól dla pracujących i na studia dla pracujacych w szkołach wyższych oraz w sprawie ulg i swiadczeń przyługujących tym pracownikom od zakładów pracy (Resolution No. 64 of the Council of Ministers, concerning the principles to be applied in encouraging workers in the public sector to take secondary or higher level part-time courses and the benefits and privileges which such workers shall be entitled to receive from their employing undertaking.)]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 54012	-	-	-	4	Poland 438

Author: GRZYMKOWSKI, R.

Title: Powstanie i ustanie umowy o naukę zawodu

Bibliographical references: Praca i Zabezpieczenie społeczne, Warszawa, Vol. 16, No. 3, March 1973, p. 24-33.

Translation: Establishment and termination of the apprenticeship agreement

Subject analysis: Article on the laws regulating apprenticeship contracts: establishment, expiry and termination; employment on completion of training.

Contents analysis:

The undertaking which engages an adolescent for training purposes must conclude a written apprenticeship contract with him, stipulating the agreed period for learning the trade. The duration normally varies between two and four years, according to the trade, but it can be extended if it becomes apparent that the apprentice cannot attain the required standard in the stipulated period. In that event, the contract can be prolonged to the date when the training objectives have been attained.

The apprenticeship contract cannot be terminated prematurely except in certain precise circumstances.

1. Termination by the authorities

Protection of the adolescent's health: if the apprentice has to perform tasks which in the doctor's judgement might damage his health, the undertaking must make the changes required to avert this risk. Only if it is impossible to make the required changes is termination authorised, to take immediate effect.

2. Termination by the employer

- In case of force majeure: for example, cessation of production; the reorganisation of an enterprise, however, does not imply termination of the contract unless the changes made are such as to prevent the proper execution of the apprenticeship.
- In case of serious misconduct by the apprentice: for example, offensive attitude to instructors, infringement of the regulations; in these cases, the contract can be terminated with immediate effect.
- Unsatisfactory results obtained by the apprentice, in the practical training in the undertaking or in the vocational school (zasadnicza szkoła zawodowa dokształcająca), but only if the blame lies clearly with the apprentice. Every case must be examined individually to

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establish that personal difficulties are not the cause (as for example the case of an apprentice obliged to make long daily journeys to the undertaking or the school); in no event can termination be authorised without prior notice or before serious attempts have been made to remedy the situation.

3. By the apprentice

The apprentice has the right to terminate the contract at any time by giving two weeks' notice. Most terminations occur during the first year. The more usual reasons are: poor recruitment procedures; defective vocational counselling, and, in the majority of cases, insufficient thought on the part of the apprentice.

Employment after apprenticeship

On completion of apprenticeship, the employer and the apprentice can mutually agree to sign an employment contract. On the other hand, the apprentice may choose to take up employment with another undertaking or to pursue studies at a vocational secondary school. The undertaking, equally, may decide that it cannot guarantee the apprentice employment in the particular occupation, by reason of changes in its skill requirements or limited manpower needs.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 53259	-	-	-	4	United Kingdom 42

Author: DAVIES, I.K. (Ed.), HUDSON, E.H., DODD, B., HARTLEY, J.
Title: The organisation of training
Bibliographical references: Maidenhead, McGraw-Hill Book Company (UK) Ltd., 1973, 113 p.

Translation

Subject analysis

Manual concerning the factors affecting the organisation of training: training effectiveness; training diagnosis; constructing a learning system; the trainer's resources and his role; techniques of evaluation.

Contents analysis

[This book considers the organisation of training resources in terms of productivity and trainee motivation. Although conceived as a whole it is written by four authors. Each of the four sections begins with an introduction by the editor and a set of learning objectives, and finishes with a readers' test and a bibliography. This abstract gives a general outline of views put forward by the authors in their respective fields.]

The relevancy of the present day organisation of training resources is becoming increasingly important. Most undertakings are faced with the need for renewal in an age of constant change and innovation. It has therefore become necessary to examine how training organisations can initiate, maintain and evaluate their own renewal. This means considering: (a) why effectiveness has become the central issue of training; (b) what is meant by the new technology of training; (c) what alternative styles of training organisation are available; (d) how student motivation can be harnessed, and learning tasks enriched; (e) how learning performance can be measured; (f) why it is necessary to manage by learning objectives.

Most of the errors that are made in training can be traced back to action without prior thought. Planning is an attempt to correct such action. Furthermore, when properly carried out, planning greatly simplifies the task of training. If trainers know where they are going, they are more likely to get there efficiently.

Successful planning will depend upon a systematic framework involving three key activities: (1) diagnosis of the problem and the development of a prescription for its solution; (2) identification and isolation of the training need; (3) planning an effective training programme for this need.

One problem, however, will never be solved to complete satisfaction: it concerns the proper allocation and organisation of resources so as to

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best realise some predetermined objective. The decisions made at this stage affect not only the style of the training programme, but also its effectiveness. Such decisions will always involve compromise.

To make the best use of human resources in the learning situation, the trainer must prepare a system which will allow each trainee to maximise his natural capacity for learning. His main tool will be the training plan for the acquisition of the particular skill involved. He has three main types of resource: his own skills, the trainees, and instructional technology.

Once the diagnosis has been made of the training need, and while the training course is being designed and developed, strategies of evaluation should be determined. Evaluation is conceptually the most simple, yet technically the most complex, of all the activities of training managers. For this reason, it is necessary to consider: (a) the role of evaluation; (b) the nature of the inter-relationships that exist between objectives, teaching methods and the various evaluation strategies; (c) the reliability and validity of tests; (d) the different techniques of evaluation that can be used to determine whether cognitive, affective and psycho-motor objectives have been successfully achieved; (e) how the effectiveness of the learning programme can be evaluated.

In considering these facets, the main difficulty is to identify and define the criterion against which a measurement will be made. Regarded from the productivity viewpoint it involves two processes: (a) the effect of a learning experience upon individual trainees; (b) the effect of a learning programme on the over-all effectiveness of the enterprise.

While the former is complex enough, it is simplicity itself compared with the difficulties involved in measuring organisational effectiveness, but it is only through both these processes that planned renewal can take place.

In referring to this abstract please quote N° B 52929	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	United Kingdom 42

Author: COOK, A.

Title: Training – investment or gamble?

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol.4, No.12, Dec.1972 1972 (p. 566-569) and Vol. 5, No. 4, April 1973 (p. 179-181).

Translation

Subject analysis

Article on the need to provide an alternative system of incentives to the current levy/grant system: description of a new training approach which would aim at charging the "consumer" of trained labour rather than rewarding those who undertake training.

Contents analysis

Every firm needs trained personnel, but not every firm trains them. Those who do train are acting as a philanthropic society for those who do not because trained people, unlike other investments, can leave a firm once they are trained. Grants paid by the industrial training boards do not compensate for this loss.

Common sense and practical experience suggest that the objectives of an effective system of finance for training in industry should be: (1) to spread the cost of training as evenly as possible among those who use the products of training; (2) to enable firms to plan with some confidence and to cost their training expenses and returns with some accuracy; (3) to be as simple and as widely applicable as possible.

The levy/grant system is manifestly not working and a new approach is needed. Such an approach should stand the present system on its head. There would be no grants for those undertaking training but there would be charges levied on the "consumers" of trained personnel.

There would be 3 stages in this scheme:

- agreed standards of training would need to be established and costed;
- costs would be reviewed at regular intervals;
- from this it would be possible to establish notional costs of training an individual for various occupations and this would be regarded as the value of the investment in training. This investment would be recoverable by an amortisation process over a period of time, the length of time being related to the size of the investment, and would be a charge attached to the individual.

For example, an employer who trained an apprentice at a cost of £2,500 over 4 years would then be entitled to charge out this cost over a period of say 10 years. This gives an annual recovery of £250 or £5 a week. So long as the apprentice continued to work for the employer who

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trained him originally, there would be no problem. If, however, the apprentice went to work for another employer or decided to set up on his own account then a credit of £5 per week would be paid to the employer who carried out the training. This would shift the cost of training from producer to consumer.

Government support would be necessary for such a scheme in order to collect and distribute such payments.

The first effect of this system would be to disengage the training boards from the application of levy and grant and leave them free to concentrate on their true functions of training, research and development, advice and assistance and the establishment of training standards. There are 2 other advantages: (1) the simplicity of the system; (2) the case of justice being seen to be done.

If this scheme were to become fully effective it must be as widespread as possible and must cover large areas which are not at present covered by the Industrial Training Act.* Examples of this are local governments, the professions and the civil service. Such a system also presupposes a comprehensive system of occupational classification on which to base training costs.

Two criticisms have been levelled at the proposals: (1) the real costs of training will become apparent and management will be even less inclined to train than they are at present; (2) the proposed scheme offers no encouragement to train. However, it can also be argued that if management is confronted with hard facts and is given some assurance that it will recover investment costs, managers will be more inclined to train than they are at present.

Furthermore, the government could authorise the issue of debentures to pay for industrial training. These debentures would be issued by the organisation doing the training, but they would be underwritten by the government against the return guaranteed on the trained man. The debentures would carry an interest rate of say 5% per annum and be subject to tax concessions. This would enable the company to spread the cost of training over a period of years and implies that consumers of trained labour will be paying an extra 5% over the actual training costs.

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*Industrial Training Act of 1964, cf. abstract No. 1/B 09825, Vol. 3.

In referring to this abstract please quote Nº B 52781	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	Switzerland 494

Author:
Title:
Bibliographical references:

DELLSPERGER, H.
Stand der Massnahmen des Bundes zur Verbesserung der Berufslehre
Schweizerische Blätter für Gewerbeunterricht, Aarau, Vol. 98, No. 4, April 1973, p. 100-102.

Translation

Progress report on measures taken by the Confederation for the improvement of vocational training

Subject analysis

Address by the chief of the federal vocational training service on proposals or measures already taken for the improvement of vocational training: legal reform; syllabi; regionalisation of institutions providing related theoretical instruction; regulation of apprenticeship.

Contents analysis

Legal reforms

The Committee responsible for drawing up proposals for the improvement of vocational training has suggested various amendments to the 1963 federal law on the subject [cf. abstract No. 1/05073, Vol. 2]. These proposals refer particularly to: the article concerning further training, which (it is proposed) should apply to all the institutions providing such training; the section relating to federal subsidies, which should be amended so as to establish an order of priority for particular activities; the need to give a legal basis to the Swiss Pedagogical Institute for Vocational Training (Institut pédagogique suisse de formation professionnelle); and to vocational secondary schools providing full-time instruction (Berufsmittelschule).

The preparation of the consequential amendments to the Order of 30 March 1965 implementing the federal law on vocational training [cf. abstract No. 1/B 4549 of Vol. 4] is to be done during 1973.

Improvements in progress

1. Introduction of a third half-day of related instruction a week

This measure may well encounter resistance in employer or industrial circles. Furthermore, the directors of training institutions have not yet solved the organisational problems which would be involved in extending the training period (personnel, physical facilities).

2. Revision of the syllabi

This is in progress, notably as regards the teaching of German and courses on civics and the national economy. It is also intended to introduce gymnastics and sports as compulsory activities; five model programmes have been worked out. The timetable (8 hours weekly either on one day or two half days) will make it difficult to accommodate these new courses.

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Full-time vocational schools

These schools should be not only retained but expanded. A trial period of 5 to 6 years should be completed before a more thorough revision is contemplated.

Regionalisation

Proposals for reorganising the introductory courses for certain occupations and for the redistribution of institutions providing related theoretical instruction on regional and inter-cantonal lines have been submitted to the competent authorities; the principle, however, is not always accepted by certain small cantons, which would prefer to keep these institutions on their own territory.

Apprenticeship

The biggest task at federal level is the revision of old and the drafting of new apprenticeship regulations and of regulations governing final apprenticeship examinations. Two principles should be followed:

1. To counter the tendency to excessive specialisation, the concept of more broadly based occupations is being introduced wherever possible. For example, the apprenticeship regulations for garment making have been grouped into two trades (instead of 8), the cutter (making-up) and the cutter (industrial making-up); in carpentry there remain only the trades of cabinet maker and joiner. The printing trades also are in process of revision.

2. An effort is being made also to adapt training methods to the assimilation capacity of the apprentices, by promoting training-by-stages and differentiated instruction adjusted to the intellectual standard of the individual trainee. This should enable as large a number of young people as possible to serve their apprenticeships in the best conditions possible.

3. Special attention is given also to the duration of apprenticeship which in certain cases will be reduced to 6 months. In others, the duration is to be unchanged but will provide for further specialisation: this is the case, for example, with the trade of bricklayer. The tendency is to reduce the duration of apprenticeship and to create apprenticeship regulations for the new technical occupations.

[See also abstract No. 3/B 49770, Vol. 11.]

In referring to this abstract please quote N° L 201	Trainee	Sector	ISCO	CIRF	Country Guatemala
	-	-	-	4	728.1

Author: -

Title: Créase el Patronato para la Formación de Recursos Humanos

Bibliographical references: Diário de Centro América, Guatemala, Vol. 193, No. 91, 7 June 1972, p. 1439.

Translation: Establishment of the Employers' Association for the Training of Manpower

Subject analysis: Ministerial decision to establish an employers' association for the training of manpower: objectives, composition and financing; means of action; transitional provisions.

Contents analysis:

To encourage the creation of institutions which will be able to collaborate with government bodies in finding solutions to the problem of qualifying the manpower of the country, thereby helping to promote its economic development, it has been decided to set up the Employers' Association for the Training of Manpower (Patronato para la formación de recursos humanos).

The general purpose of the Association is to plan and put into effect programmes for giving technical, vocational and artisan trades training to the labour force. Such programmes will be organised within the framework of the Government's over-all programme for human resources development and the social, educational and occupational advancement of the labour force. The Association will, in particular, establish co-ordination between private enterprise and the Ministry of Labour and Social Welfare (Ministerio de Trabajo y Previsión Social), in so far as manpower training programmes are concerned, through the award of grants and study fellowships; provided that such training programmes shall respect current legal standards and be in line with national vocational training policy and the requirements of the employment market.

The Association shall have a Governing Board which shall consist of a chairman (who shall be the Minister of Labour and Social Welfare), a vice-chairman, a secretary and a treasurer (and their respective substitutes) and four members with right to vote. The following shall also be members of the Governing Board of the Association:

- the head of the National Department of Employment and Vocational Training (Departamento nacional del empléo y formación profesional);
- a representative of the University of San Carlos and one representative each of the 4 private universities of Guatemala;
- one representative of private enterprise and one representative each for the legally constituted chambers, appointed by the Co-ordinating

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Committee for Agricultural, Commercial, Industrial and Financial Associations (Comité Coordinador de Asociaciones Agricolas, Comerciales, Industriales y Financieras — CACIF);

- one representative of the National Centre for Development, Training and Productivity (Centro Nacional de Desarrollo, Adiestramiento y Productividad — CENDAP).

The Governing Board shall appoint its own officers; membership shall be honorary. Decisions shall be taken by absolute majority of the members present.

The Association shall be financed by grants from individual employers or undertakings and from contributions from individual persons or juridical bodies, whether national or foreign.

Included in the text: transitional provisions; provisions regulating the management of the Association's financial resources, etc.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50896	-	Education 931	-	4	Australia 94

Author: **KILCULLEN, J.**

Title: Education and jobs

Bibliographical references: The Australian Quarterly, Sydney, NSW, Vol. 44, No. 2, June 1972, p. 67-78.

Translation

Subject analysis

Article on the need for a critical assessment of the rate of return on educational investment: current wastage in the educational system; social and individual rates of return; non-economic value of education; need to reallocate the cost of education and training; suggested scheme.

Contents analysis

Current thinking takes the economic value of more education largely for granted. Three major arguments are used to urge students to stay on at school, and the community to provide money to keep them there, namely: investment in people yields high social returns; better educated people get better jobs; the value of education is not merely economic. Consideration of these arguments suggests that educators do not apply the critical detachment that academic life is supposed to develop.

There is no evidence of a high social rate of return on investments in human capital; more education for all does not improve anyone's prospects in life; the efforts of teachers probably do not make students much more cultured than they would have become if left to themselves.

Another common myth is that technical change inevitably creates demand for more difficult skills. Money must therefore be made available to enable the public education and training system to produce the highly trained people that are needed. However, the educational qualifications needed to get a job are not to be confused with the skills necessary to perform it. Even if it could be shown to be a fact that jobs are getting more difficult all the time, it would not follow that it would be a wise use of the community's resources to invest more in education. To decide whether extra investment is justified it would be necessary to compare what the workforce would be able to produce with extra training and what it could produce without it, taking into account the yield on alternative expenditures.

Furthermore, the fact that unemployment correlates with lack of education does not mean that more education will cause an increase in the number of jobs, except of course for planners and educators. Unless the number of jobs is somehow increased, programmes of education for the unemployed will merely lead to an exchange of places between them and those who previously just managed to find jobs.

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Given that the social return indices on education are inadequate, the solution could be to make the level of investment in education directly responsive to reliable indices of the rate of return. This could be done if the cost of training is borne by those who benefit — the individual concerned, the firm which employs him, the consumer of the goods and services his training is expected to provide. The main elements of a fundamental reconstruction towards this end are outlined below.

1. The compulsory school-leaving age should not be too high — pupils should be allowed to leave when the urge to independence becomes strong.

2. All education and training resulting in marketable qualifications should be charged for at full cost. Loans should be made available to cover fees and living expenses, with interest charged at ordinary rates, so that educational opportunities would be available to lower income groups.

3. Selection criteria for higher education institutions should focus on aptitudes, not paper qualifications, to facilitate entry of older applicants.

4. Training courses should be kept short and should be conceived as a series, each leading to a higher-level job.

5. Suitable jobs should be guaranteed for those who complete training courses. A possible way of managing this is as follows:

- a public agency should lay down quotas for the admission of various categories of students to educational institutions;
- subsequent placement in initial employment would also be determined by the agency and would cover output from all post-secondary and higher educational and training institutions;
- employers, including educational institutions, should be required to forecast staff requirements by skill category;
- private employers would only be allowed to adjust these figures with permission of the quota-setting agency or by making an arrangement with another undertaking (perhaps by paying a premium).

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country Poland
N° B 50289	-	-	-	4	438

Author: MACIASZEK, M.

Title: Liceum zawodowa szkoła przyszłości

Bibliographical references: Szkoła zawodowa, Warszawa, No. 7/8, July-Aug. 1972, p. 2-4.

Translation: The vocational secondary school — the school of the future

Subject analysis: Article on the development of vocational secondary schools: trades taught, number of teaching hours for principal subjects in the training syllabi.

Contents analysis:

The first vocational secondary schools, training highly-skilled workers and giving them a full secondary education, were started as an experiment in the 1969-70 school year [cf. abstract No. 1/B 32854, Vol. 9]. At the start, there were 13 such schools with a total of 543 pupils. The number has grown considerably since then, and there are now some 7,000 pupils attending them.

New training programmes, in occupations for which a secondary school level of education is especially useful (e.g. optical instrument repairer-mechanic, electronics fitter, chemical and medical products salesman) are being prepared. The Curriculum Department of the Ministry of Education (Departament Programów Nauczania Ministerstwa Oświaty) has revised the syllabi for some of the trades already being taught, to take account of the need to broaden their already extensive skills component. The description for "mechanics", for instance [cf. abstract No. 4/B 40033, Vol. 9], now covers heavy vehicle mechanic, specialist in plastics moulding plant and refrigeration plant installer and mechanic.

The idea of broad occupational descriptions was the basic factor in drawing up the contents and scope of the subjects taught especially the general technical subjects. The teaching method recommended is problem simulation and solution.

The instruction in general subjects is at present based on the syllabi and textbooks used in the technical colleges (technikum). Some changes have had to be made, however, in view of the fact that the technical colleges take their pupils direct from the common basic school, without any vocational training or work experience, whereas the pupils in the vocational secondary schools have already acquired some practical experience. As a result, in the technical colleges 57% of teaching time is given to technical and vocational subjects while the proportion in the vocational secondary schools is 52% (theory, 12%; trade practice, 8%; specialised training, 32%). The rest of the time in both types of school is given to general education subjects (43% and 48% respectively).

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 49971	Adult	-	-	4	Hungary 439

Author:
Title:
Bibliographical references:

PÁPAI, B.
A munkások és középfokú káderek továbbképzésének elvei és gyakorlata
Szakmunkásnevelés, Budapest, Vol. 23, No. 6, June 1972, p. 4-9.

Translation

The theory and practice of updating training for workers and first-line supervisors

Subject analysis

Article on further training for workers and first-line supervisors: objectives; basic principles to be observed; types of training covered; respective responsibilities of undertakings and the State.

Contents analysis

Further training with a view to updating the skills and knowledge of workers is governed by Government decision No. 1014, issued in 1971. According to that decision such training should be used to refresh and to update periodically the skills and knowledge of the workers (particularly those of skilled workers) with a view to meeting the requirements of technical change, to permit them to acquire, as necessary, new concepts for carrying out particular functions, to give them a better understanding of civics and to raise their standard of education generally. Another important task of such training is to give first-line supervisors (foremen, chargehands, etc.) the knowledge and skills needed for directing groups or teams of workers (work organisation, production planning, safety measures).

For it to be well organised, this type of training should observe the following basic principles:

(a) it should be a systematic and repeated activity enabling the person concerned constantly to improve his skills and knowledge;

(b) it should be concerned exclusively with new ideas or current trends, not with basic knowledge or aspects of the trade which are not likely to change;

(c) it should be based on the production and technical development plans of the undertaking;

(d) it should correspond directly with the trade in question or the actual production operations;

(e) it should not only take into account the interests of the national economy but also help the person concerned to achieve his own occupational aspirations.

According to its objective and contents such further training may fall into one or other of the 4 categories described below.

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1. Refresher training and updating: should review the theoretical and practical concepts of the occupation and supplement them by teaching the new technical aspects needed for practising it.
2. Upgrading or supplementary training: should give the worker an opportunity to learn one or more related trades or a new trade or other occupation not yet included in the public education system syllabi.
3. Specialist training: should give practical training and advanced knowledge regarding special types of activity.
4. Supervisory training: should improve the individual's ability to direct or supervise a group of workers.

Responsibility for these types of training rests mainly with the undertaking. To this end the undertaking must:

- see that the workers receive such training periodically (usually about every 5 to 8 years);
- have at its disposal training programmes based on its technical and production development plans;
- set up a system of material and moral incentives for the training, adapted to local conditions, and include provision for it in the collective agreements;
- see that the training has adequate support in materials and staff (lecturers, instructors, training sites, machines and equipment, syllabi) and bear the relevant costs.

The State should be responsible for the parts of the over-all programme which deal with subjects of common concern to several fields of economic activity, for syllabi for the initial training and updating of first-line supervisors, for the instruction given in civics and the relevant teaching aids, for establishing pedagogical guidelines and for the primary education syllabi which, in some cases, are included in the over-all further training programme.

In referring to this abstract please quote N° B 49204	Trainee	Sector	ISCO	CIRF	Country Bolivia
	-	-	-	4	84

Author: -

Title: Plan Nacional de Formación de Mano de Obra

Bibliographical references: La Paz, Ministerio de Trabajo y Asuntos Sindicales, 3 Sept. 1971. 35 p. (mimeo.)

Translation: National manpower training plan

Subject analysis: Proposal to establish a national body for manpower training: objectives; technical resources in men and materials; training activities; structure and finance. [This abstract is concerned mainly with the objectives, finance and organisational structure of the body.]

Contents analysis

[A Committee was set up by Cabinet Order No. 163/71 of 2 April 1971 to study and prepare a national plan for the occupational upgrading of the labour force. It has surveyed the present situation and examined the country's manpower training needs, and provided the basis for the National Manpower Training Plan (Formación de la Mano de Obra — FOMO) proposed by the Ministry of Labour and Trade Union Affairs (Ministerio de Trabajo y Asuntos Sindicales).]

Among the recommendations of the Committee, it is proposed to set up a National FOMO Service under the Ministry of Labour and Trade Union Affairs. The status, powers, functions, financing and organisational and administrative structure of the FOMO are described below.

The National FOMO Service is to meet the requirements for better qualified manpower in all three sectors of the economy, and to do so expeditiously and with maximum flexibility in the light of changing needs.

Its main objectives shall be:

- to further the country's economic and social development;
- to give adults the opportunity to acquire a skill and thus to move out of the unskilled labour status (peonaje) resulting from their lack or low level of education and, through further training, to raise their level of skill and their status as workers;
- to provide undertakings with the means to train their personnel, thus increasing national productivity — with a multiplier effect;
- to combat unemployment by providing the workers opportunities for retraining for more prosperous sectors of the economy or regions, if necessary by creating new industries.

The FOMO is also to:

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- be concerned with internal and external labour force migration movements;
- participate in vocational rehabilitation activities for handicapped persons;
- be a source of assistance to both the workers and the nation.

The FOMO shall comprise:

- a national service;
- three zonal services, for La Paz, Santa Cruz and Potosí areas respectively;
- central services and departmental services.

The FOMO is to be linked with the National Council for Technical Education and Vocational Training (Consejo superior de educación técnica y formación profesional). It will also work in co-operation with Spanish bilateral assistance.

The potential sources of finance for the FOMO shall be: the State (through the Ministry of Labour); undertakings (by a levy at varying rates — e.g. 2% on liquid assets and 3% on imported agricultural equipment); the workers (a percentage of trade union funds). The FOMO may also, on occasion, receive contributions from international organisations and other sources.

The initial budget has been estimated at some 2 million Bolivian pesos (about US $100,000). This figure has been based on an estimated average cost per trainee of 1,100 Bolivian pesos (US $50), including provision for acquiring or modernising facilities. It is expected that some 1,695 workers will be trained (15 trainees per course) in various skills during the first year of the plan.

In referring to this abstract please quote N L 208	Trainee	Sector	ISCO	CIRF	Country France
	–	–	–	4	44

Author:
Title:
Bibliographical references:

Décret nº 73-137 du 13 février 1973 portant création de l'Agence nationale pour le développement de l'éducation permanente (ADEP) Journal Officiel de la République française, Paris, Vol. 105, No. 39, 15 Feb. 1973, p. 1725-1727.

Translation

Decree No. 73-137 of 13 February 1973 setting up a National Agency for Continuing Education (ADEP)

Subject analysis

Decree setting up a National Agency for Continuing Education: aims; internal organisation; administrative structure and finance.

Contents analysis

Decree No. 73-137, inter alia extending the scope of Act No. 71-575 of 16 July 1971 on continuing vocational training [cf. abstract No. 1/L 126, Vol. 10] and Act No. 71-577, same date, providing general guidance for technical education [cf. abstract No. 1/L 128, Vol. 10], provides for the establishment of a national public institution of industrial or commercial character – the National Agency for Continuing Education (Agence nationale pour le développement de l'éducation permanente – ADEP) – under the supervision of the Ministry of Education.

Aims. The function of ADEP is to help to systematise the demand for training, analyse the needs to be met and ensure full utilisation of existing facilities. The Agency shall encourage, promote and develop opportunities for individual or group lifelong or continuing education and training provided within the national education system establishments. It shall give advice and technical assistance and provide facilities. It shall carry out research studies at the request of the ministries concerned. It may enter into contracts with firms, associations or groups, or with the government.

Composition and internal organisation. The Agency shall be administered by a Governing Board and a director. The Governing Board shall consist of a chairman (appointed by decree) and 28 members. The latter shall be chosen to represent: the Ministry of Education (6); other government bodies (6); economic and social activities (12), six of whom shall be drawn from the most representative workers' organisations; persons experienced in continuing or lifelong education (2); the staff of the Agency (2). Members are appointed for a term of 4 years.

The Governing Board shall meet at least twice a year; the quorum shall be one-third of the members (or their deputies). It shall consider questions relating to the general organisation of the Agency, its activities, contracts, budget and management, expenditure and property.

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The director of the Agency shall be appointed by decree, on the proposal of the Minister of Education. He shall be the Agency's legal representative and be responsible for its management. One-third of the staff of the Agency shall consist of officials seconded from ministries.

Administrative and financial system. The Agency's income shall come, in particular, from contributions by undertakings and from the "training insurance funds" (Act No. 71-575 of 16 July 1971) [cf. abstract No. 1/L 126, Vol. 10], from the apprenticeship levy (Act No. 71-578 of 16 July 1971) [cf. abstract No. 2/L 129, Vol. 10], and from the government subsidies provided for under Act No. 51-575 of 16 July 1971 [cf. abstract No. 1/L 126, Vol. 10]. Its services shall be furnished against payment, in particular in connection with industrial agreements and in promoting the training activities of public education institutions. It may receive assistance from the State or from public or private institutions, and shall have the right to raise loans and to accept gifts and legacies. The Agency's expenditure shall include operating and equipment costs and any expenditure arising from vocational training activities in which it takes part. The Ministers of Education, of Economic Affairs and Finance and the Secretary of State for Finance shall be responsible for the implementation of this decree.

In referring to this abstract please quote Nº L 205	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	4	438

Author:
Title:
Bibliographical references:

Rozporządzenie Rady Ministrów z dnia 13.12.1972 w sprawie zadań, praw i obowiązków gminnego dyrektora szkół
Dziennik Ustaw Polskiej Rzeczypospolitej Ludowej, Warszawa, No. 54, 27 Dec. 1972, p. 648-649.

Translation

Order of the Council of Ministers, dated 13.12.1972, concerning the functions, rights and duties of the communal schools director

Subject analysis

Interministerial Order instituting the post of communal schools director in rural areas: functions of the post; role of the director in achieving harmonisation between the training given and the commune's development targets; qualifications required for the post.

Contents analysis

The post of communal schools director in rural areas, instituted by an interministerial Order of 13 December 1972, comprises the functions and responsibilities listed below as regards (1) educational establishments coming under the Ministry of Education, and (2) educational establishments responsible to the different branches of the economy. [A commune represents a territory of some 29 km^2 and usually has a population of some 6,800 persons. Ed.]

1. Educational establishments coming under the Ministry of Education (general education schools, vocational schools — including agricultural schools; courses given in various other establishments).

Within the territory of his commune the communal schools director is responsible for:

- supervising the organisation of the instruction and the teaching methods used;
- making proposals for setting up new schools and for reorganising existing establishments;
- advising on the recruitment of teaching staff; in so far as the selection of instructors and teachers of trade theory is concerned, his opinion shall be given after consulting the competent organisations of the People's Councils;
- ensuring, in collaboration with the latter bodies, further training for teaching staff;
- ensuring that, again in collaboration with the People's Councils, the standards set in the vocational school syllabi are met;
- drawing up proposals regarding the type of training to be given to future workers;
- ensuring that the recruitment of pupils for vocational schools is suitably planned.

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2. Educational establishments responsible to the different branches of the economy (for example, plant schools and centres).

The communal schools director is responsible for seeing that the various schools and courses and other training facilities within the commune work in harmony together towards the development of the commune, observing the objectives and priorities of the rural development policy.

Qualifications required. To be appointed to the post of communal schools director, a candidate must have the following qualifications: teacher training combined with university or other post-secondary education; at least 5 years' teaching experience; the basic qualities of a good organiser.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 51507	-	-	-	4	Algeria 65

Author: SKANDER, O.

Title: Strategies for directing existing educational systems towards lifelong education

Bibliographical references: Paris, UNESCO, 1972: Interdisciplinary Symposium on Lifelong Education, doc. ED. 72/CONF.1/5 , 20 p. (mimeo).

Translation

Subject analysis

Paper on changes in the system of education towards a pattern of lifelong education: research; relation between formal and informal education; the trend towards lifelong education.

Contents analysis

[This paper was submitted to the Interdisciplinary Symposium on Lifelong Education organised by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and held at Paris from 25 September to 2 October 1972. Papers on various experiments in education had been prepared to illustrate the problems inherent in changing from an ordinary system of education to a system of continuing or lifelong education.]

Algeria's need for planned development requires the establishment of an educational system which will make it feasible, together with the reforms that changes in the educational system entail. Every undertaking, for instance, with more than 100 workers should be required to set up a training service; a literacy drive is needed at both local and regional levels; new institutions are needed for mass instruction (technical institutes, a National Literacy and General Education Centre).

The main guidelines for change in the Algerian educational system are directed towards democratisation, Algerianisation and modernisation. Change is needed in organisation, syllabi, teaching methods and teacher training. The resources invested in education must be more efficiently used to get the maximum return.

The traditional school system was hardly suited to be the vehicle for renovation. Other means have had to be found and the solution is thought to lie in informal out-of-school education. This type of education can cater for adults (75% are illiterate), whereas the school system has never been able to cater for more than 50% of the school age population (with a drop-out rate of 40%). This wastage can be diminished by resorting to this second opportunity for education and training.

As regards the output of the system, out-of-school education would seem to be called upon to compensate for the defects in the traditional school system rather than to undertake distinct educational activities. The formal educational system is expected to cater for a total of 2,500,000

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pupils over the 4-year period 1970-1973; the informal system will have to deal with almost as many for literacy training, remedial courses and basic vocational training.

As regards quality, informal schooling has a great advantage over the traditional system: it can incorporate technological innovations, particularly new media, as soon as they appear. It is probably also better able to bridge the gap between the world of school and life in society.

Sooner or later the formal and the informal out-of-school systems of education will become an integrated system of education and training for the whole population.

At the same time, an organic liaison is being developed between the educational system and the world of work: higher education is being reformed, middle level education becoming independent and polytechnical, technological institutes are being set up [cf. abstract No. 4/B 46000, Vol. 11].

Continuing research is helping to adapt syllabi, and especially to evolve new methods.

Teacher training is regarded as the keystone in the policy of educational expansion. Initial training and further training for those already in employment have been organised on a constantly increasing scale since 1962, on both a full-time and a part-time basis.

In referring to this abstract please quote N° B 51048	Trainee	Sector	ISCO	CIRF	Country Mexico
	-	-	-	4	72

Author: -

Title: Segundo Congreso nacional de capacitación técnica, industrial y agropecuaria

Bibliographical references: México D.F., Cámara nacional de la industria de transformación, May 1971, 749 p.

Translation: Second National Congress on Technical, Industrial and Agricultural Training

Subject analysis: Record of proceedings of the 2nd National Congress on Technical, Industrial and Agricultural Training: conclusions of 1st Congress; speeches; questions dealt with and conclusions reached in committees and in plenary session; recommendations; participants. [This abstract deals only with the conclusions of the meeting.]

Contents analysis

[The First National Congress on Technical, Industrial and Agricultural Training was held in Mexico in 1947. The Second Congress was held more than 20 years later, from 12 to 14 May 1971, and the proceedings of the meeting have now been published. Organised by the National Chamber of Manufacturing Industries (Cámara nacional de la industria de transformación), the purpose of the Congress was to consider measures which would, among other things, improve the social situation and purchasing power of the population by giving it adequate training; draw up a plan for training the manpower required for economic development; bring the employment market into line with population growth.]

Four working parties were set up to examine the following subjects: zones and regions of the country in which technical and vocational training programmes could usefully be implemented; the national plan for technical, industrial and agricultural training; technical aspects and specific projects; the occupational manpower structure. Each working party arrived at a number of conclusions. The main ones are given below.

A formal national structure for vocational and technical training should be set up. The bodies which would be constituted are: a national co-ordinating institute and a national committee for technical, industrial and agricultural training. Between them, these bodies would have over-all responsibility for planning and co-ordinating all activities related to vocational training, at both national or the regional level. As a first step towards the establishment of this structure, a national survey of training needs should be carried out.

One of the early measures required after establishment of the national structure would be the drawing up of a national vocational training plan. As part of this plan it is proposed that, among other things:

- training centres would have a production function and sell their product to assist in their financing;

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- educational establishments should be decentralised and a system of mobile teams (brigadas mobiles) should be instituted;
- all types of information media should be used in order to promote and publicise vocational training;
- instructor training and the training of new technician level staff should be co-ordinated;
- pupils who drop out of school before completing their studies should be awarded a certificate indicating the level of education or training which they have reached so that they may more easily find an appropriate level of employment;
- teaching staff should undergo periods of production work and undertakings should accept students for similar periods of practical work experience; employers should also, as a matter of employment policy, give preference to people who have been trained according to a system of combined school and industrial experience;
- an employment exchange should be set up.

Training syllabi must be standardised and industry-education liaison committees should be set up to revise training plans and programmes in the light of training needs and with a view to including in their scope workers already in employment.

Joint employer-worker committees should be set up in order to limit the wastage of resources in training programmes.

Efforts should be made to encourage the workers' creativity; knowledge or awareness of their aptitudes and abilities is essential in their own interests and in those of the community.

It is as much a function of the social services to encourage vocational training as to promote other economic and social needs. This is particularly important in rural areas.

Not only should industry co-operate in vocational training activities by seconding personnel with teaching qualifications, but it should also assist by undertaking research with a view to improving production methods.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50806	-	-	-	4	France 44

Author: ARTIGUES, P.; BONZON, P.; JARDILLIER, P. et al.

Title: Le plan de formation dans l'entreprise

Bibliographical references: Paris, Centre d'étude et d'assistance pour l'organisation humaine des entreprises (CENTOR), 1972, 215 p.

Translation: Training schemes within the undertaking

Subject analysis: Book on continuing training in undertakings: estimating training needs, including the need for behavioural change; planning and implementation of training schemes; evaluation of results; establishment of continuing training; the role of training in the development of the enterprise; conclusions; examples of questionnaires.

Contents analysis

[The abstract is concerned primarily with the objectives of lifelong or continuing training, personnel management and the role of training in the evolution of the enterprise.]

Continuing training is amply justified merely by its contribution to the solving of employment problems, by preparing for and facilitating adjustment to change. The Act of 16 July 1971 concerning the organisation of continuing vocational training as a part of lifelong education opens up wide prospects in this field [cf. abstract No. 1/L 126, Vol. 10].

The objective of continuing training is the achievement of harmony between man and his occupational world. Its main practical purposes therefore are: (1) training for an occupation and (2) preparation for adaptation to changes in that occupation. The motivations for training (preparation for new types of job and the satisfaction of individual ambitions) determine its form. Three aspects of training can be defined: training in objective skills, for desired behavioural attitudes, in organisation-related skills.

Every scheme of continuing training calls for the application of some basic rules of personnel management: the functions of a job should be clearly defined and reviewed regularly; decisions should be carefully weighed; there should be a systematic appraisal of trainees.

Continuing training and personnel management

Training is a significant factor in the evolution of the enterprise: it has an impact in 3 areas — industrial relations, work attitudes and communication within the undertaking.

In almost all undertakings, training is a subject on which management and workers' representatives can co-operate without difficulty; being based on joint consultation, both sides can put forward their ideas regarding training needs. If management is reluctant, the workers can

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argue their case through their representatives. Any training scheme will be communicated first to the works council and there discussed, to be followed by joint consultations on each trade involved to settle terms and programmes.

For this co-operation to be successful, ample time must be devoted to working out the training plan, and the spokesmen must be carefully selected for their role.

Expansion of training schemes in the undertaking may not solve all the problems in employee motivation but may influence it and modify attitudes to change. The importance of having a hope of succeeding must be recognised as well as that of having confidence in one's own ability: in this connection the educational facilities offered will play a major role.

As regards adaptation to change, either in job functions or as a result of technical change, training must endeavour to eliminate negative attitudes. It should be of help in creating a more open atmosphere within the undertaking, modifying systems of values and relationships.

The conditions of success

If a training plan is to be successful, the head of the undertaking must observe 2 rules:

- the scheme must be tried out on a pilot sector;
- there must be regular checks to see that through appropriate participation all training needs have been brought to light; true participation must also permeate the implementation of the programme, its methods and the evaluation of the results.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50276	-	Education 931	-	4	Poland 438

Author: WILOCH, T.

Title: W sprawie dwustopniowości szkolnictwa średniego

Bibliographical references: Szkoła zawodowa, Warszawa, Nos. 7-8 and 9, July-Aug. and Sept. 1972, p. 4-6, 5-6.

Translation: The 2-stage system in secondary schools

Subject analysis: Article on the principles that should be the basis for a school system offering secondary education for all; need for comprehensive vocational guidance for pupils in both junior and senior stages of secondary school .

Contents analysis: At the request of the Ministry of Education's Committee of Experts, the Warszawa (Warsaw) Pedagogical Institute has drawn up a scheme for a new school system intended to give all young people secondary education.

To smooth the passage from the common basic school to general secondary schools with a choice of programmes, secondary education should be organised in 2 stages. The first stage would cover the 9th and 10th school years following the 8 years of compulsory schooling laid down in the 15 July 1961 Act [cf. abstract No. 1/01319, Vol. 2]. During this junior secondary stage pupils would take optional courses they had themselves chosen to broaden their knowledge and help them in their choice of vocation or guide them towards higher education. The change from 8 years of compulsory schooling to 10 years must not be allowed to mean that the last 2 years (9th and 10th) are spent in a common basic school. These 2 years of junior secondary education should be spent at a secondary school providing 4-year courses which, in the last 2 years (senior secondary stage) would provide differentiated general education courses as well as vocational courses in the occupations best suited to be taught alongside general studies.

For training in other occupational fields the teaching materials and equipment of the existing vocational schools should be concentrated in large vocational training centres that would accept pupils after 10 years of general studies.

The development of vocational training and a proper selection for university entrance would depend largely on there being adequate arrangements for vocational guidance in connection with optional courses. This vocational guidance should take up 3 to 6 hours a week in the 9th and 10th years of school. It should be handled by specialists with university degrees in psychology, education and sociology, and be geared to the needs of all the pupils. Provision would also have to be made to enable pupils to repeat courses.

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50004	–	Education 931	–	4	United Kingdom 42

Author: –

Title: Central arrangements for promoting educational technology in the United Kingdom

Bibliographical references: London, Her Majesty's Stationery Office, 1972, 48 p. Price: £0.37^1/2

Translation

Subject analysis

Report concerning proposals to set up new central arrangements for promoting educational technology; existing organisations; functional requirements; proposed new structure; detailed recommendations. Annexes: Proposals of the NCET and NCAVAE/EFVA; chart of the proposed new national organisation.

Contents analysis

In January 1971, a working party was appointed by the Secretary of State for Education and Science, to recommend new central arrangements for promoting educational technology in the United Kingdom. The recommendations were to take into account proposals already submitted to the competent ministers by the National Council for Educational Technology (NCET) and the Joint Executive Committee of the National Committee for Audio–Visual Aids in Education and the Educational Foundation for Visual Aids (NCAVAE/EFVA).

In reviewing the arrangements to be secured for promoting educational technology in the United Kingdom, the first consideration of the working party was to meet the day-to-day requirements and foreseeable needs of teachers, instructors and students.

The main conclusions and recommendations of the working party are outlined below.

1. Rather than attempt to set up a new monolithic organisation dealing with all needs it was decided to link any new organisations with existing arrangements.

2. The services and facilities associated with educational and instructional technology were identified as: (a) local services, meeting near at hand the more immediate needs of users, e.g. rental and maintenance of equipment; (b) specialist services; (c) general services providing facilities for more general matters such as the exploration of new developments, securing provision for new services, exchange of experience among various sectors of education and vocational training.

3. While recognising that scope existed for rationalisation of both the local and specialist services, it was decided that the general services would be most effectively provided by a central organisation.

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4. Accordingly, the establishment of a new central organisation of educational technology is recommended, with a governing council consisting mainly of representatives of the major sectors of education and vocational training, together with representatives of the major organisations providing specialist services and from government departments and related organisations. The chairman of the council should be appointed by the Secretary of State for Education and Science. Detailed management of the Council's affairs would probably be carried out by an executive committee.

5. The role of the new central organisation would be advisory; it would supersede the existing National Council for Educational Technology (NCET).

6. The new central organisation should have the resources to enable it to assume an effective co-ordinative and consultative role, to conduct or commission research, and to secure the provision of new services. The basic expenses should be borne by the central government. Additional funds for specific projects should be sought on an ad hoc basis from interested bodies.

7. The new central organisation should: (1) conduct inquiries into basic techniques or innovations in educational technology applicable to all sectors of education and training; (2) review the needs of specific sectors. As regards criteria for action, it should first consider whether the work can be undertaken by an existing body and only exceptionally itself undertake to provide a continuing service.

8. The efficacy of the central organisation will depend on its having access to authoritative advice from the major sectors of education and training. It should therefore establish a formal consultative relationship with such sectors.

9. To backstop the work of the governing council and ensure that there is an effective dialogue between the education sector and industry, there should be a standing joint committee empowered to engage in detailed discussions on matters of common concern. It should consist of representatives of industry and of persons nominated by the council to represent user interests, together with assessors from government departments.

In referring to this abstract please quote N° B 49664	Trainee	Sector	ISCO	CIRF	Country Colombia
	-	-	-	4	86

Author:	Servicio Nacional de Aprendizaje (SENA)
Title:	Plan 1971-1975
Bibliographical references:	Bogotá, SENA, Ministerio de Trabajo y Seguridad Social, 1971: doc. 34-26, Vol. 1, 171 p. (mimeo).
Translation	The 1971-1975 Plan
Subject analysis	SENA's 5-year Plan: goals, lines of action, vocational training needs; budget; tables and appendices. [This abstract is concerned mainly with vocational training goals.]

Contents analysis

The 1971-1975 5-year Plan of the National Apprenticeship Service (Servicio Nacional de Aprendizaje — SENA) was drawn up by the Office of Planning and Supervision (Subdirreción General de Planeación y Control) in collaboration with the authorities and individuals concerned. For the most part, the Plan is based on SENA's plan for 1971 and on the 1970-1974 5-year Plan. It contains the country's vocational training policies and goals, and describes the financial and other measures which will be required if the very best use is to be made of manpower resources. The Plan proposes adapting training curricula to the needs of the different economic sectors, at all levels of employment, and is to be reviewed yearly.

The following are the basic goals of the 1971-1975 Plan.

(a) Build up training activities within the framework of the existing 172 centres and programmes, with respect to both the initial training of newly available manpower and the further training of manpower already in employment.

(b) Cont[illegible] accelerated vocational training being organised for the unemployed and the underemployed.

(c) Spe[illegible] intensive programme for on-the-job occupational advancement in order to meet the nation's need for technicians, supervisors [illegible] business managers.

(d) Dev[illegible] using bilateral and multilateral aid, training programmes f[illegible] medium-sized industries.

(e) E[illegible] training programmes for the artisan trades sector, in order to stimulate the creation of independent employment.

(f) Develop the training programme for rural women.

(g) Create a centre for research on the most advanced vocational training methods and techniques.

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(h) Update information concerning vocational training needs in industry, commerce and the services.

(i) Make qualitative and quantitative improvements in the equipment and other installations of training centres.

In 1975, Colombia's labour force will number around 7,257,000; about 348,000 will be seeking employment for the first time, and 50% of these will need vocational training.

The Plan's goal is to provide training for more than 1,900,000 people and give direct assistance to some 3,000 undertakings over the next 5 years, at a cost of about 3,000 million pesos (approximately US $200 million). 37.7% of all non-agricultural workers in undertakings with 10 or more employees need to be given some training if they are to do their job well. In the agricultural sector, the corresponding figure is 48%.

A two-pronged approach is therefore necessary in order to both raise the level of skill of employed manpower (43% of the labour force) and provide specialised training for the manpower needed by each sector.

According to the Plan, each group of trainees is to include approximately equal numbers of persons from each sector (industry, agriculture, commerce and basic services).

More workshops and classrooms are to be provided for the agricultural training centres. In the industrial training centres, workshops are to be organised so as to make better use of the installations. Training projects will be actively pursued in 17 regions of the country, suitably adapted to the needs of each region.

Training methods will vary according to the level of skills needed for the occupation: short courses for semi-skilled or specialised work; formal apprenticeship for skilled work, open to young people who have completed compulsory schooling; special courses for junior technicians and assimilated workers.

Although training costs are to be held to a minimum without sacrificing quality, projected training efforts will be limited by the scarcity of available finance. Consequently, the SENA intends to seek the highest possible level of training productivity.

International and multilateral technical co-operation will be necessary. Colombia should also try, in so far as possible, to render assistance to other Latin American countries which may seek it.

In referring to this abstract please quote N° B 49298	Trainee Young	Sector Education 931	ISCO -	CIRF 4	Country United States of America 73

Author:
Title:
Bibliographical references:

MICHAELS, E.R.; MONTAGUE, E.K., TAYLOR, J.E.
An occupational clustering system and curriculum implications for the comprehensive career education model
Alexandria, Va., Human Resources Research Organization: report HumRRO-TR-72-1, Jan. 1972, 81 p.

Translation

Subject analysis

Report on the development of a school-based model programme for "career education" which would provide a more realistic basis for entry into the world of work: detailed methodology; general curriculum implications; bibliography; diagrams; detailed appendices.

Contents analysis

Career education [cf. abstract No. 1/B49304, Vol. 11] is a major experimental attempt to redirect the purpose, structure and function of the public education system toward more meaningful preparation for the world of work. To this end, the US Office of Education has funded several research institutions to develop home-based, work-based and school-based models of career education and preparation.

The Center for Vocational and Technical Education of Ohio State University has developed a school-based model of career education. This model — a "comprehensive career education model" (CCEM) — envisages a sequential programme of educational preparation from kindergarten to the end of secondary education. It stresses personal and occupational awareness, orientation toward occupational realities and roles, exploration of specific job families, selection of major job groupings or career "clusters" for introductory preparation in a specific occupational area, and preparation for entry into a job area or into further specialised training and education.

The proposed sequence is arranged as follows:

- development of an awareness of the world of work and its personal and social significance (1st to 6th years of schooling);
- provision of experiences related to forming occupational attitudes and potential roles (7th/8th years);
- tentative narrowing and deeper exploration in occupational areas (9th/10th years);
- in-depth preparation within an occupational area (11th/12th years).

The selection of career clusters on which to base instruction was expected to: encompass most existing jobs; be translatable into instructional strategies or modules: show specific advantages over existing instructional systems based on career clusters.

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The proposed system employs two dimensions considered crucial for informing, guiding and preparing students for the world of work: (1) the functions and contents of occupations; (2) the status or levels at which occupations exist. This second dimension incorporates a series of important variables relating to occupational choice, e.g. educational and training requirements, degree of personal responsibility, mobility.

These dimensions have been arranged into two matrices. The first matrix is structured upon what may be termed the institutional approach. Twelve institutional areas make up one dimension; seven socio-economic or career levels make up the other. The emphasis is not on job or occupation but on the broader complexes such as public service, manufacturing, natural resources, communications, etc. Such an approach allows for a broad orientation in early years.

The second matrix is more closely allied to an occupational approach. Nine occupational categories represent one dimension, and seven career levels make up the other. It is intended that this matrix begin to complement the institutional matrix in the middle school years.

Together, these matrices will provide the real-world context on which to build a comprehensive curriculum which will cover nine broad areas: communication; sociology, politics and economics; art; manual crafts; physical education; human relations; mathematics; science; technology. Groups of skills and abilities that students need for career entry can be allocated to the appropriate area or areas, once the students have chosen a career cluster or a specific career to follow.

A curriculum based on such an approach would eliminate the academic-vocational dichotomy. A salient feature is that no option is arbitrarily closed to any student prior to completion of secondary education. Evaluation would be in terms of a given student's attainment of instructional objectives regardless of the performance of his classmates. Thus a more meaningful incentive system for pursuing instruction would evolve. [See also abstract No. 1/B 49205, Vol. 11.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53468	Young	Education 931	-	5	Czechoslovakia 437

Author:
Title:
Bibliographical references:

KRIŠTÍN, J.
Náuka o pol'nohospodárskej výrobe ako súčast' polytechnického vzdelávania v gymnáziách
Jednotná Škola, Bratislava, Vol. 25, No. 4, April 1973, p. 329-337.

Translation

How can agricultural production be included in polytechnical education in general education secondary schools?

Subject analysis

Article on the inclusion of agricultural production in the polytechnical education offered in general education secondary schools: related subjects and topics; aims; supporting factors.

Contents analysis

One of the school's basic concerns is to link education with life and polytechnical education is its means of doing this. This end cannot be achieved through teaching any one subject. The principles of polytechnical education must be applied in all subjects, especially the natural sciences. Knowledge of the various areas of production must be sufficient to enable the pupil to grasp their unifying principles.

The main theme of polytechnical education is "The concept and organisation of production", beginning with "Agricultural production", which is divided into several topics. The pupils must understand that modern, large-scale agriculture can make use of the most recent scientific advances, in both the natural as well as the social sciences, just as do other areas of the national economy.

The topic "Agricultural production's place in the national economy and its structure" begins by reviewing social, cultural and material needs, following which the teacher explains that one of the prerequisites for increased production is specialisation. Agriculture today comprises 2 main branches, animal husbandry and crop production, the latter being subdivided into several distinct types: grain production, root crops, animal feed. Crop production is the basis of animal husbandry. Modern intensive, specialised stock-farming should yield a maximum output from minimal investments.

The subject "The soil as a basic factor in agricultural production" emphasises the fact that the soil is of fundamental importance to all agricultural production. The pupils are given an introduction to the origin, composition, and quality of different kinds of soil, in order to familiarise them with the main criteria for classifying and utilising soil.

"The system of soil cultivation" gives the pupils a basic theoretical introduction to this area. As today gardening tends to be widely practised, knowledge of gardening forms a typical part of polytechnical

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education. Not only do the pupils learn the basic facts concerning soil preparation, they are taught the necessity of doing all the tasks properly and at the proper time.

"Chemistry in agriculture" provides an introduction to the chemical industry's contribution to increased agricultural production. The main part of this instruction is devoted to chemical fertilizers. The pupils are given an introduction to the basic principles of plant nutrition so that they may use chemical fertilizers in gardening correctly.

The subject entitled "The mechanisation of agricultural production" is allotted very little time and for this reason builds on the basic knowledge of mechanisation that the pupils are already studying in physics and the other branches of polytechnical education. It is nevertheless necessary at this point to stress the fact that the mechanisation of agricultural production and its progressive automation require that agricultural workers receive adequate vocational training.

"The principal factors of technology in agricultural production" shows how contemporary large-scale agricultural production is a modern process, involving technology as well as biology, but in which biological laws play a decisive role. This approach to agricultural production facilitates the industrialisation of egg production, grain production, etc.

"Farms and farm management" shows the pupils how the principles of planning the national economy, of democratic centralisation and of worker participation can be applied to agricultural production.

Finally, "Co-operation in agricultural production" covers information on the feasibility of developing large-scale agricultural production. The pupils are brought up to date on the invaluable experience acquired in recent years in farms which have joined forces for building large-scale warehouses, dryers, processing plants, etc.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52935	-	-	-	5	Switzerland 494

Author:	DUPONT, J.B.
Title:	Réflexions sur la formation des conseillers
Bibliographical references:	Bulletin of the International Association for Educational and Vocational Guidance, Luxembourg, No. 25/26, May 1973, p. 12-20.
Translation	Reflections on the training of vocational counsellors
Subject analysis	Report on colloquium: preparatory documents; background information; harmonising man and his career; training of guidance counsellors; educational guidance; committee reports; final report, conclusions and recommendations.

Contents analysis

[The international seminar of the International Association for Educational and Vocational Guidance was held in 1972 at Jouy-en-Josas, France, on the theme, "Training of vocational counsellors". Two committees were formed to study: (1) "The problem of understanding the individual and the environment in relation to the training of counsellors"; (2) "Vocational guidance techniques in the training of counsellors". This abstract relates to one of the papers presented.]

Framework. The training of vocational counsellors should be of university standard, embracing several disciplines (psychology, pedagogics, economics, sociology). The general view seems to be that the course should last 5 years, with opportunities for further study within a system of lifelong training. The syllabus should be constantly reappraised so that it will fill the gaps in the life experience of parents and teachers.

In general, needs are far from being met. The vocational guidance services should make it their responsibility to attract the necessary candidates. Surveys carried out among psychology students would identify the reasons why many of them have not chosen vocational guidance as a career (doubts about status, ignorance of the real role of vocational guidance in relation to other branches of psychology). Such surveys would also reveal the wide scope of the work involved, the amount of independence enjoyed by the counsellor, the interest of the problems to be solved and the fact that the counsellor can expect positive results in return for his efforts. Periods of practical training would enable candidates to judge these things for themselves.

In the traditional European universities, admission is based on paper qualifications. In the absence of any systematic selection of candidates, an adviser should be appointed to inform students about the different branches of psychology. They should receive documentation on each branch, visit instruction centres and take part in short courses. In

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non-university institutions, admission is by means of a selection process of varying complexity. This system entails a qualifying period of study, with vocational guidance for those who are not accepted.

Training should comprise two stages, over a period of 4-5 years.

The first stage (minimum 2 years) should cover, in addition to psycho-social subjects, certain other non-psychological disciplines and the cultivation of a scientific turn of mind (logic, scientific method, mathematics). Students should receive initial training in their chosen specialisation, together with instruction in pedagogics and economics.

The second stage, specialised training, would grow naturally out of the first. It should include systematic professional instruction in the true sense; utilisation of results achieved in related fields; in-depth study of particular subjects necessary for vocational guidance. During the transition from the first stage, it is important to show the links between the two: political economy and general sociology are a preparation for more specific training. Child psychology, general pedagogics and an acquaintance with the different branches of psychology prepare for specialisation in educational psychology. Psychological studies should be complemented by a picture of the world of work: visits to firms and to schools, preparation of papers on particular aspects.

Further training. There are two main avenues. The first is lifelong training, necessitated by the proliferation of the problems to be faced and the evolution of psychological theories and techniques. The second is more specialised: guidance of the disabled, students, etc. This second type of training should last 3 years (practice and theory) through the medium of courses and seminars.

Methods. Consideration should be given to replacing the traditional lecture by duplicated documents which can be read by the students and subsequently discussed with them according to a fixed timetable. Seminars, discussions and practical experience should have a leading place in any training programme.

The respective parts to be played by independent study, seminars, group discussions, informal discussions, practical work, meetings of teachers of various views, are still matters for decision, as are the best size of groups, the most satisfactory work load, the division of time between theoretical instruction and laboratory type experiments.

[Table of study programmes at the University of Lausanne.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52511	-	-	-	5	USSR 47

Author:
Title:
Bibliographical references:

KRYLOV, N.I.
Professional'naja orientacija ućaśčejsja molodeži kak problema nravstvennogo vospitanija
Voprosy Psihologii, Moskva, Vol. 19, No. 1, Jan.-Feb. 1973, p. 69-75.

Translation

Vocational guidance of schoolchildren: implications for character training

Subject analysis

Article on the findings of surveys carried out among general education school pupils and higher education students to ascertain their occupational interests and attitudes to jobs: implications for vocational guidance and regarding character education for young people.

Contents analysis

The General and Educational Psychological Research Institute of the Academy of Educational Sciences of the USSR (NII obščej i pedagogičeskoj psihologii APN SSSR) has carried out two surveys to determine pupils' and students' attitudes to jobs and occupational choice.

The 1st survey covered more than 5,000 pupils in general education schools in urban and rural areas (5th to 10th year of schooling) to determine their occupational interests.

Findings. Of all children in their 10th year and about to end their schooling, 23% had made no choice regarding their future occupation. Furthermore, the occupational interests of pupils who had made a choice were very unstable. Many of them (e.g. a third of those in the 8th year), after having filled in a specific occupation in the survey questionnaire, changed their minds 3 months later.

Very few pupils had a positive attitude to industrial and agricultural employment. Of all pupils in terminal classes, the proportion who said they would like to work in industrial undertakings or in agriculture after leaving school, was 8% and 4% respectively. Pupils expressing a desire to receive vocational school training came from small towns, workers' communities, or from rural areas. The latter, however, wanted to attend vocational schools in the towns.

Genuine interest in an occupation, based on general knowledge and relevance to the subjects being studied at school, was shown by pupils in the terminal classes; among the younger pupils any attraction towards an occupation was mainly influenced by an imaginary picture they had of their own role in carrying it out.

The prestige of jobs requiring higher education rose in proportion to the pupils' progress at school.

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For many pupils, acquiring a higher education had become an end in itself. The job was of lesser importance; it was the means of getting the education.

A 2nd survey was made in higher education establishments to ascertain students' attitudes towards the occupational instruction being given.

Findings. Only two-thirds of the first-term pupils had a positive attitude. Pupils in their last term admitted being interested in their studies and even that they liked them; but their enthusiasm about practising the jobs their studies were leading to was somewhat muted. The explanation for this state of affairs is outlined below.

There are always three aspects to a job: (1) strictly professional (knowledge and skills needed); (2) organisational (knowing how to organise and control the work in the way required); (3) moral (having the right attitude towards the job's idealogical and social significance).

To train a specialist properly and get him to work at his job enthusiastically requires not only that the 1st aspect is taken care of, but that the 2nd and 3rd aspects are also integrated into the training plan. These two aspects are not being given sufficient weight, not merely in specialist training, but also in the instruction and vocational guidance given in the general education schools.

Current vocational guidance activities are insufficient. Pupils must acquire the character training which will lead them to choose their future occupation on the basis of idealogical and social considerations that pay due regard to the interests of society and the importance of socialised production. The general education system should try to ensure the full development of both the pupil's personality and his ethical values. Organisational aptitudes must also be cultivated.

In referring to this abstract please quote N° B 52208	ainee -	Sector Electricity 4	ISCO Electronic assembler 8-53.90	CIRF 5	Country United Kingdom 42

Author: SMITH, M.C.

Title: Trainability assessments: electronic assemblers

Bibliographical references: Cambridge, Industrial Research Training Unit, University College London, 1972: doc. SL 5, 17 p. (mimeo.).

Translation

Subject analysis

Report on the effectiveness of a trainability assessment to predict skill in electronic assembly work: description of test; assessment criteria; results; conclusion; detailed appendices on assessment ratings and correlation matrix.

Contents analysis

Trainability assessments (TA) are ratings and error scores based on a period of planned manual activity which takes the form of a learning sequence followed by a test. They have been developed by the Industrial Training Research Unit (ITRU) of University College, London, to predict success in training and on-the-job performance in a number of industries. [Cf. abstract No. 5/B 52207, Vol. 12 for a complete description of how these assessments are constructed and implemented.]

Over a period of 14 months a trainability assessment for electronic assembly work was validated in co-operation with Pye Telecommunications Ltd., Cambridge. The test took the form of soldering three tag-strip and three wrap-round joints, inserting three wires in the correct positions on the reverse side of a printed circuit board and, after turning the board over, bending and soldering them to the circuit board.

The instructor demonstrated how to do each part of the task, while at the same time giving oral instructions and encouraging the trainee to ask questions; the trainee was then asked to perform the task and was assessed by the instructor while doing so. Errors on the test were assessed as follows: test performance (ratings on 5 and 10 point scales); retention of instruction (10 point scale); attitude to test (5 point scale).

Biographical data (age, years in school, time spent in Britain for overseas applicants) and the trainability test results were compared with final assessments at the end of the full training period, and with performance on the job at the end of 6 weeks. Correlation coefficients were applied. Results are outlined below.

1. The rating of performance, both 10 and 5 point scales, was found useful for:

(a) predicting the quality of performance at the end of the full training period;

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(b) on-the-job speed of performance;

(c) end of training attitudes.

Ratings using the 5 point scale were found useful for predicting on-the-job versatility.

2. The ratings of how well instructions were remembered on the test were found useful for: (a) predicting attitude to work on completion of training; (b) quality of work at end of training.

3. The test did not predict on-the-job quality of work.

4. Factors which appear to have no bearing on the criterion of success were: age, time spent in Britain, years in school, the total errors on the test and time taken on test.

5. There was no difference between the 10 and 5 point scales although instructors preferred the latter, believing it to be easier.

Other advantages of the trainability assessments were noted, namely: (1) applicants like the test because it enables them to show what they can do; (2) they feel the test is fair; (3) management thought the tests gave trainees confidence in their ability to do the job as well as an awareness of what the job might be like.

The over-all conclusion was that the tests were successful in predicting skill in electronic assembly work.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52207	-	Textiles 32	Sewing-machine operator 7-95.50	5	United Kingdom 42

Author: DOWNS, Sylvia
Title: Trainability assessments: sewing machinists
Bibliographical references: Cambridge, Industrial Research Training Unit, University College London, 1972: doc. SL 6, 24 p. (mimeo.).

Translation

Subject analysis

Report on the initial research carried out to develop trainability assessments to predict skill in manual work: description of validation studies for sewing machinists; predictors; criterion of success; research design; results; conclusion; detailed appendices.

Contents analysis

The relevance of the interview as a method of job selection decreases the more the skill can be described as a special aptitude and the less intelligence plays a central part in its acquisition. If this is so, then other methods of selection should be possible. Research was therefore initiated by the Industrial Training Research Unit of University College, London, to see whether a different approach could be validated. The approach adopted is referred to as a "trainability assessment" (TA). So far studies have been carried out for fork truck-operators, electronic assemblers and sewing machinists.

Trainability assessments are ratings and error scores hased on a period of planned manual activity which takes the form of a learning sequence followed by a test. The trained tester demonstrates what has to be learned and then carefully notes errors of techniques and assesses the over-all performance of the applicant carrying out these instructions under test conditions.

The essential components of the skill to be learned are determined by job analysis. Critical areas are highlighted by comparing the performance of "good" and "poor" trainees. The task to be learned must: (1) be based on crucial elements of the job; (2) use only such skill and knowledge as can be imparted during the learning period; (3) be sufficiently complex to allow a range of observable errors to be made; (4) be carried out in a reasonable space of time, i.e. 20-30 minutes.

A check list is compiled, based on the errors that a trainee might make when performing the task. The suitability of the selected task is assessed by matching the check list against the crucial job skills.

When a suitable test piece has been found, an ordered sequence of instruction is prepared. The applicant is then assessed on how well he or she can perform the task that has been taught.

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Initial TA experiments concerned sewing machinists. The essential components of the skill which was to be assessed during the test were cloth handling and hand-eye-foot co-ordination. The TA took the form of machining three seams between two pieces of cloth to make a small open bag. One bag was made by the applicant with full instructions and help from the instructresses. Any questions by the trainee had to be put during this learning period. The trainee was then asked to make three more bags in an identical fashion.

Information was collected on: (1) errors of techniques observed during the machining of the 1st seam of each bag; (2) the over-all performance rating (5-point scale); (3) time taken to make the 3 test bags; (4) pin board grading (5-point scale); (5) form board grading (5-point scale); (6) trainee's country of birth; (7) age of trainee.

The criterion of success for the subsequent period in the training school was achieving 70% of the output of an experienced machinist.

Over a period of one year, the TA results of 82 trainees were compared with the performance ratings made when the trainee left the training school. Correlation coefficients were applied.

The correlations between the predictors (TA ratings and error scores) and performance ratings at the end of training showed:

(1) the TA ratings and error scores were related to the end-of-training performance rating;

(2) factors which had no significance to end-of-training performance were (a) time taken on test, (b) the pin board and form board test results;

(3) the results of overseas applicants did not differ from those of United Kingdom applicants;

(4) there was a high measure of correlation between TA ratings and performance ratings of overseas applicants.

Subsequent research carried out one month, three months and six months from the time training began showed that the TA also predicted on-the-job performance.

[See also abstract No. 5/B 52208 , Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49655	–	Electronics 383	–	5	United Kingdom 42

Author: National Economic Development Office
Title: The electronics industry and the schools
Bibliographical references: London, National Economic Development Office, 1972, 55 p.

Translation

Subject analysis

Report of a specialist committee on the relationship between the schools and the electronics industry with respect to careers guidance: objectives and composition of the committee; conclusions and recommendations; respective responsibilities of government, the education system and the industry.

Contents analysis

The careers guidance available to schoolchildren must be really useful. This means a need for substantially improved communication between the industrial and educational sectors. In an attempt to review the industry-education communication problems in relation to the electronics industry, and to suggest ways in which a greater awareness of the industry and its needs can be created in the minds of children and adolescents while still at school, the Working Group on Scientific and Technological Manpower of the Electronics Economic Development Committee set up a Sub-Committee on Electronics and the Schools to investigate the whole problem. The Sub-Committee consisted of 9 specialists drawn from the following sectors: the electronics industry (4 members), education (3 members), government, or assimilated services (2 members). The Sub-Committee's main conclusions and recommendations are summarised below.

It is evident that there is a communication gap between the electronics industry and the schools. This gap is the product of a lack of understanding and lack of use of the existing contacts between schools and industry. It also acts as a major deterrent to potential recruits to the industry. It is therefore essential for the guidance machinery to be improved and for the industry to understand the workings of the careers guidance system and to use it to better advantage.

The manpower intake into the industry comes at 2 levels: a minority join as graduates of higher education; the vast majority come direct from school. The pattern of careers education differs for the two groups: graduate entry requires long-term planning of the pattern of qualification; for those entering direct from school entry requires preparation for employment over a much shorter period. To facilitate the progress of recruits from education to employment it is highly desirable that industrialists and teachers maintain regular contacts at the local level.

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Responsibility for improving the careers education provided in the schools rests with all 3 parties — government, industry, education — with varying degrees of responsibility devolving on each.

Industry. Industry should accept its share of responsibility for the value and direction of careers guidance by participating in the system more actively. It is responsible for ensuring the availability of comprehensive, informative and up-to-date careers literature. It should organise its employment structure so as to provide attractive and worthwhile career patterns for both technician and engineer staff and should publicise these opportunities more effectively.

Schools and industry. While the industry has to supply the data needed for careers information, the schools and teaching staff generally have a major responsibility for giving it wide publicity. Careers literature should be supplemented by other school/industry contacts: lectures, films, interviews, periods of work experience, etc. Preparing pupils for the actual transition of school to work is a joint responsibility.

Government, industry, schools. While the careers education activities of the Central Youth Employment Executive (CYEE) need to be expanded, at the same time the electronics industry needs to make fuller use of those CYEE services already being provided. Legislation should be introduced as soon as possible after the raising of the school-leaving age to allow periods of practical work experience to take place in a pupil's final year at school. The electronics industry should continue to provide suitable opportunities for pupils to gain this work experience, while the local education authorities and the schools must ensure the greatest possible flexibility in using the extra year of full-time compulsory education so as to make such work periods possible.

Among the numerous appendices are the following: a definition of the electronics industry, prepared by the Electronic Industries Association of the USA; a summary list of minimum requirements essential for careers work in schools (MacIntyre Report. National Association of Career Teachers, April 1970); A summary of non-commercial organisations in the development of schools-industry relations, and their major contributions.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50315	-	Food, etc. 31	Butcher and meat preparer 7-73	7	United Kingdom 42

Author: BEAK, E.J., DENNINGTON, D., MORRIS, G.W.

Title: On-the-job training using modular methods: an example from the meat industry

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 4, No. 9, Sept. 1972, p. 425-436.

Translation

Subject analysis

Article on a new training scheme for operatives in the meat industry: background analysis; hypotheses, format and presentation; follow-up and conclusions.

Contents analysis

In January 1970 the Food, Drink and Tobacco Industry Training Board was approached for assistance in developing a training system by the Institute of Meat. The aim was to develop a system which would be general enough to be of value to most sections of the industry and yet particular enough to give effective guidance. It also had to be flexible enough to be adapted to differing techniques of individual employers and to complement courses given in the further education colleges as part of the apprenticeship programme.

Due to its production line techniques, the slaughtering section was chosen as the most appropriate area to begin detailed work. The research began with visits to factories, retail outlets and slaughterhouses where discussions were carried out at all levels on problems, techniques, training facilities and labour difficulties. Simple TWI-type (Training-Within-Industry — cf. abstract No. 9/B 31120, Vol. 8, Australia) breakdowns, rather than detailed skills analysis techniques, were used to examine the jobs carried out by the operatives.

Jobs were then divided into tasks in consultation with operatives and managers. For each task there was an analysis defining the key operations as performed in that establishment.

Due to the variety of techniques and variations in the raw material, it was decided that it was not possible to establish universally acceptable work methods. The alternative was to gear instruction to each instructor. It was therefore assumed that if for each task the right series of questions was asked, the answers should produce the key operations appropriate to that method. This concept was followed. Any regional or company variation in techniques was catered for by making the first question establish the method and the remainder develop the theme.

Finalised on 23 March 1972, the new scheme has 4 basic components: a set of task cards, a handbook, planning sheets, trained instructors to implement the scheme.

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Task cards. The main part of the card is made up of questions which: lead the instructor to think about the most important parts of the task, help him to write a clear breakdown of his instruction on the back of the card (the questions do the "job analysis" for him) and enable him to plan and present his instructions better. These questions can be applied to any method of operation. For ease of reference the cards are colour coded and are a convenient size for handling. They are waterproof and washable and can be written on. The questions serve as memory triggers for the instructor. He produces his own answers — thus maintaining control of the learning situation.

The handbook. There are 4 sections — assessing and planning training, the use of the task cards, tips on instructing, and a glossary of meat cutting terminology.

Planning sheets. These emphasise the time allotted to training. Projected starting and completion dates are noted down for each task together with an indication of performance standards.

Instructor training. This is carried out on 2 separate days, a week apart, in colleges of further education. The intervening week enables the instructor to consolidate the information from the first day and to raise any problems at the subsequent session. The 1st day deals with techniques of instruction and the use of task cards. On the 2nd day the trainee-instructor receives feedback on two practical projects prepared in advance: (1) a review of the answers given to at least 10 task cards; (2) feedback on practical teaching performance. Clearly at the end of the 2-day session employees will have varying degrees of skill in instructing. However, this period was chosen to meet the needs of small companies which would be unable to release employees for longer.

Experience has shown that:
- the system is simple and encourages managers to take more interest in training;
- the cards encourage agreement between managers and instructors on correct work methods;
- considerable time is saved in analysing jobs — the cards focus attention on key areas;
- the training is systematic and logical;
- part-time instructors with very little training can do an acceptable job of instructing by using the cards;
- employees feel that positive steps are being taken to help them, an important psychological factor in an industry where labour turnover has been a problem;
- more attention is being given to standards of workmanship.

[Diagrams; examples of task cards and planning sheets.]

In referring to this abstract please quote N° B 51062	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	8	United Kingdom 42

Author: –

Title: Training for purchasing and supply

Bibliographical references: London, Her Majesty's Stationery Office, 1972, 56 p. Price: £0.38.

Translation

Subject analysis

Manual giving guidelines for the organisation of training for supply and purchasing functions: content; induction; general training; specialist training and planned experience; further education; career patterns, appendices including occupational descriptions and required knowledge and skills.

Contents analysis

In 1968 the Central Training Council decided to co-ordinate training recommendations for occupations found in more than one industry. As a result a Joint Industrial Training Boards Committee for Commercial and Administrative Training was set up. Its recommendations with regard to training for purchasing and supply functions are outlined below.

Purchasing and supply functions can be divided for training purposes into three activities: purchasing; stock control; stores management. The organisation of these activities will vary with the nature of the business, operational strategy and size of the enterprise. The activities will be carried out in three types of environment: (1) buying for manufacturing and processing industries; (2) buying for the public sector and service industries and for maintenance; (3) buying for resale. The particular environment will substantially affect training requirements and these will vary widely.

Training needs will also vary according to trainees' individual abilities, qualifications and previous experience. The principal entry categories are school-leavers, graduate entrants from universities and assimilated educational institutions, and mature persons with or without the relevant qualifications and experience.

General aims of training should be to enable trainees: (1) to learn to apply the practical skills needed in the purchasing and supply functions efficiently, confidently and consistently; (2) to acquire general and specialist knowledge complementary to the practical skills; (3) to develop the personal qualities required to discharge future responsibilities; (4) to prepare themselves for further training and future promotion to general and higher management positions. Training schemes should include the stages outlined below.

Induction training should enable management to establish good relationships and attitudes right from the start. It should familiarise the trainee

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with the structure and objectives of the enterprise so that he may see the organisation as a whole. The total period should not exceed 4 weeks but may be spread over a period of time.

General training should impart an understanding of the organisation and its systems. Training may be given through off-the-job courses but it should mainly consist of individual instruction associated with practical experience. The trainee should acquire sufficient understanding of the financial and human aspects of management to assess his actions in terms of cost-effectiveness, as well as an appreciation of the use of computers and the ability to communicate effectively. He should be aware of political, economic, social or technical factors which will affect the business. General training can precede or accompany specialist training.

Specialist training and planned experience should impart specific knowledge and skills. If the undertaking cannot supply the experience required, consideration should be given to making use of outside training facilities. Programmes should take account of: (1) the differing job content and training needs of staff in the three major activities; (2) the environment of the enterprise; (3) the technical appreciation which is needed.

The trainee should be given the opportunity to gain experience in a series of responsible jobs, supplemented by individual guidance and coaching. He will be required to perform increasingly difficult tasks and be given greater responsibility with more complex projects and assignments. If a modular approach is adopted, some of the modules could be provided by external agencies.

Further education programmes should lay down for each trainee further education leading to recognised professional and business qualifications. Sandwich and block-release courses are recommended in preference to day-release.

Training for future promotion can be achieved by a system of career development coupled with an appraisal system.

Other joint industrial committee reports cover systems analysts, work study, marketing, computer appreciation courses, computer operators and programmers [cf.abstracts Nos. 8/B 50897 and 8/B 49616, Vol. 12].

In referring to this abstract please quote N° B 51179	Trainee	Sector	ISCO	CIRF	Country
	Adult	Financial institutions 81	Clerical and related worker 3	8	United States of America 73

Author: BUMSTEAD, R.A.

Title: A training department lays it on the line

Bibliographical references: Training in Business and Industry, New York, Vol. 9, No. 10, Oct. 1972, p. 46-59.

Translation

Subject analysis

Article on the introduction of a new training programme in banking: structure of training department; training as a commodity to be bought; responsibility for identifying training needs; training contract; results.

Contents analysis

The First National City Bank of New York employs 37,000 people of whom 19,000 work overseas. In 1970 a new training scheme was introduced for all levels of employees which is based on measurable behaviour change.

The unique feature of the training scheme as a whole is that training is no longer provided as a free service. It is bought by the branch concerned. This way of paying for training alters the relationship between training and operational staff. Training staff are no longer looked upon as well-meaning people, easy to ignore. The training itself is no longer carried out for the sake of training. It is introduced in response to a specific need. Managers want quantitative results — such as a change in productivity or absenteeism, rather than some vague sense of improved morale — to show for money spent on training efforts.

The training department has 3 major branches. An administrative branch which manages training facilities, including a training school, and deals with costs and costing. A development branch designs the training programme. An evaluation department assesses ongoing and terminated programmes. The total staff of the department numbers about 40 professionals.

The training effort is a two-way process. Branches are approached by the training department to state their training needs once a year but can themselves approach the department at any time. In each case it is the operational staff that is required to sense a need for behavioural change. They state what they would like done and must identify the needs even if only in a tentative way.

A request for training is followed by an exploratory study carried out by the development department (usually within 10 days), together with an estimate of costs so that the branch can include these in its annual budget. This exploratory study defines the problem, identifies the training

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objectives, the population to be changed, the organisational priorities, and the time and money available for implementing the training programme. It will also reveal the problem indicators which have to be corrected by change, e.g. change in productivity, in the absenteeism rate, or the turnover rate.

It is possible that the study will reveal that the problem cannot be solved by training, e.g. high turnover rate because of non-competitive salaries. In this case the request for training is rejected. So far 50% of training requests have been rejected.

Once the exploratory study has been concluded there are a number of options. A suitable programme already developed by the training department may exist, a new programme may have to be developed, or an external training package, analysed and approved by the department, can be suggested. Every programme developed by the training department is pilot tested before introduction.

The training department therefore writes a proposal containing all its recommendations in the same way as would be done by a consultant. It contains an outline of the recommended training programme, the approach to be taken, the support that must be given to the training department in terms of man-days and access to records. Also included are the estimated cost, the proposed time schedule and finally, a statement of exclusions. This latter specifies what is not going to be done. The manager can accept or reject the proposal. If accepted a contract is signed between the branch and the training department.

Training now has enhanced prestige within the company.

Detailed example of how a training programme for bank tellers was developed.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52936	-	-	-	9	Poland 438

Author:
Title:
Bibliographical references:

KUSKOWSKA, Maria
Tworzenie systemu dokształcania i doskonalenia kwalifikacji kadr średnich i wyzszych w PRL
Szkoła Zawodowa, Warszawa, No. 1, Jan. 1973, p. 24-27.

Translation

The establishment of a further training scheme to supplement the initial training of middle and senior management personnel

Subject analysis

Article on the introduction of a compulsory further training scheme for middle and senior level personnel: form and frequency of further training; special arrangements for graduate engineers; approval and inspection of courses; syllabi; plant advisory committees.

Contents analysis

Following a resolution passed on 27 April 1970 by the Council of Ministers [cf. "Monitor Polski", No. 16, 1970, Resolution No. 56], preparatory steps have been taken with a view to introducing a system of compulsory further training for management personnel in undertakings. The Ministers responsible and the Presidiums of the People's Councils for each administrative district (voivode) have been requested to prepare, in consultation with the Committee on Science and Technology and the Committee on Employment and Wages, lists of the occupations to which such compulsory training should apply. The lists so far completed have been reviewed in the light of priority needs for further training in the different branches of industry. It appears that compulsory training must be introduced as soon as possible for 250,000 management personnel — engineers, technicians and administrators. The principles adopted for the scheme are outlined below.

Compulsory training for management personnel will be in the form of: (1) study periods in secondary or higher education establishments; (2) practical training periods in research institutes or associated establishments of the Academy of Science; (3) courses arranged by the Further Training Centre for Management Personnel (Centralny Ośrodek Doskonalenia Kadr Kierowniczych); (4) independent study on the basis of a definite programme, with the help of printed study guides or from suitably qualified persons.

Whatever the form of further training selected, the syllabus must be related to the trainee's work and must be completed by an examination. Compulsory further training should take place, on an average, every 3-6 years, the frequency varying from one occupational sector to another or within the same occupation, from one undertaking to another, and in keeping with the pace of technical change.

Further training for graduate engineers will have a different form: specialisation in their professional field. This training should ensure

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that engineers develop the capacity to find new solutions to technical and organisational problems on the production line. The aim is to create, amongst engineering personnel, managers capable of occuping the key posts which control the introduction of progressive measures in production plants.

Final approval of compulsory further training schemes will be the responsibility of the Higher Authority for Technical Affairs (Naczelna Organizacja Techniczna — NOT), the Polish Economics Association (Polskie Towarzystwo Ekonomiczne — PTE) and the higher authorities of the industrial sectors concerned. The NOT will also be in charge of standardising syllabi. For those subjects based on general management techniques — such as problems in standardisation — programmes have been worked out, with 4 variants, each adjusted to the requirements of a particular group: (1) directors of enterprises and their deputies; (2) plant section heads; (3) engineers and technicians in charge of production; (4) engineers and technicians in design offices.

It has been decided that general management techniques should take up 30 to 50% of the course time in the compulsory training courses for these groups, the remainder being allocated to further training related to the occupational sector.

Advisory councils for the further training of management staff (rady szkoleniowe) have been set up in large enterprises (those with more than 1,000 workers) to strengthen the plant's further training activities.

In referring to this abstract please quote N° B 50520	Trainee	Sector	ISCO	CIRF	Country United Kingdom
	-	-	-	9	42

Author: THURLEY, K.
Title: Change and the role of the supervisor
Bibliographical references: Personnel Management, London, Vol. 4, No. 10, Oct. 1972, p. 30-33.

Translation

Subject analysis

Article on the need for a theoretical framework aimed at providing a set of guidelines to help managers in choosing appropriate supervisory development policies: the traditional supervisory role; the basic elements on which to construct a model of change.

Contents analysis

The role of the supervisor is characterised by great variety, frequently unknown to management and of little interest to workers. The application of changes to supervision, derived from general ideas and based on limited knowledge of the particular work situations, has been a frustrating experience. Expectations of big improvement from supervisory training programmes have not been realised. Supervision has continued to be viewed as a "problem area".

Despite many difficulties there are at least three general arguments for trying to develop more effective supervisory systems. In the first place, many industries have allowed considerable autonomy at supervisory and shop floor level in the past, with the result that production systems have run with low managerial overheads and a great degree of flexibility. The present trend towards an erosion of supervisory responsibility results in low morale. Secondly, the development of advanced technology requires greatly increased capacity for technical problem solving and competent supervision at the operational level. Finally, in an egalitarian, mass-consumption society, there seems every reason for conflict levels to rise. The difficulties of reconciling the demands of different interest-groups have to be met partly on the shop floor and require a more effective supervisory system.

Effective action in this sphere requires a framework for analysing supervisory functions and, in particular, a classification of different types of supervisory situation, together with a model of change strategies. It would then be possible to help management in choosing appropriate supervisory development policies.

There are four basic questions which must be answered before any attempt can be made to design a useful operational model of change for supervisory situations. These are outlined below, can be combined in a model of change, and will have different answers in particular situations.

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1. What stages may exist in a change process? There are five main stages in a change process: analysis of current situation; setting objectives for change; design of change programme; carrying out the change programme; evaluation of the change.

2. How is the change to be made? Six main routes of change may be distinguished. With respect to the individual, the following can be changed: personal capacities, by selection; job behaviour, by training; mental attitudes, by education. The individual's job situation may be changed in terms of: role structure, through organisation; personal demands, through work environment; technical demands, through technical environment.

3. What types of variable are crucial in analysing the situation in which change is to take place? Four areas of variables are relevant to work actions: individual characteristics of supervisors; work situation of supervisors; effects of action on supervisors; effects of action on work situation.

4. What is the motivation for change? Motivation for change is indicated by the size of the "gap" between the actual level at which the system is functioning and its potential level, although various parties in a particular situation may perceive this gap differently.

Answers to these questions can be combined to show a range of logical alternatives. A classification of situations and strategies should then be possible, followed by an evaluation of the effects of different strategies.

The "problem" of supervisory development is one of facilitating planned change. To do this it is necessary to convince managers, supervisors, workers and unions that supervision is a distinct problem that exists in all organisations. The supervisory function needs to be reassessed as a way of both meeting future organisational problems and dealing with current problems. Accepting that there is no general panacea, various strategies will have to be tried in different circumstances and some will obviously be more appropriate than others. In order to learn about the supervisory function many people will have to collaborate — research workers, consultants, trainers, managers, supervisors and workers.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52066	–	Electricity, etc.	Electronics technician		United Kingdom
		4	0-34.10	10	42

Author: BEACH, A.J.

Title: Training electronics technicians: creating the learning environment

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 5, No. 2, Feb. 1973, p. 90-93.

Translation

Subject analysis

Article describing a training programme for electronics technicians: training philosophy based on individual strengths and weaknesses; modular training programme; detailed description of a training module on measurement techniques; results.

Contents analysis

Unable to recruit the number and quality of electronics technicians required for servicing and testing products, Marconi Instruments Ltd. decided to set up its own training centre. An investigation into training requirements showed three major needs: to introduce trainee technicians to the company's product testing systems; to refresh and expand the skills and knowledge of existing technicians at various levels of ability; to improve the fault-finding techniques of technical staff by emphasising the development of personal approaches to fault-finding.

As a result of the investigation, training objectives were set in terms of those activities which a trained person would be able to perform. Writing objectives in terms of activities has three advantages: (1) line managers can quickly assess individual needs; (2) each trainee knows clearly what is expected of him; (3) it is easier to devise tests to measure training effectiveness.

An aptitude test (the Morrisby Differential Test Battery) was used to evaluate existing electronics technician level staff as well as for the selection and evaluation of trainees. It became obvious that different people, in the practice of any function, learn in many different ways. Instruction was therefore built around two things — the reality of the task and the needs of the individual.

Since people have different experience and different training needs, a system of training modules was chosen. Each module is self-contained, with specified entry requirements of skills and knowledge as well as specified objectives. Ten modules have been developed: three modules deal with measurement techniques while the others cover induction, valve familiarisation, transistor familiarisation, circuit techniques, integrated circuits, fault-finding and projects.

Each module provides a route for each trainee. He travels from a carefully established starting point of capability through a learning experience

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to the final test performance and he must feel and know what he has achieved. The time taken to complete a training module can be extended or reduced according to the individual trainee's needs, since attainment of module objectives is important and governs progression to subsequent modules.

A typical programme begins with a statement of the objectives to be attained and then introduces the appropriate theory. Intensive, programmed, practical tasks are used which demand the active participation of the trainee in an individual as well as a group situation. In many cases the problems arise in a controlled order, although they appear random to the trainee and he is encouraged to solve them in the best way suited to him.

On completion of the task, the relevant test enables trainee and instructor to monitor progress. The results of this test are discussed jointly and a decision taken on appropriate future action, whether it be revision of the task in question or progression to the next task.

This approach to training makes great demands not only on trainees, but also on the instructors. The ideal instructor must not only know his subject and be able to apply that knowledge, but must also:

- let the trainee experience the problems he wishes to solve;
- encourage learning by maintaining an objective approach to the learning situation;
- know when not to provide the answer but be able to suggest possible approaches to the solution of problems;
- maintain various resources of knowledge available to the trainee;
- monitor each trainee's progress;
- foster a personal relationship with each trainee;
- let each trainee know in real terms what is expected of him from the beginning, i.e. the trainee's own responsibility for learning.

Training staff are seen as managers of learning resources, able to balance the conflicting needs of the stated objectives with both individual and group needs of the trainees.

In referring to this abstract please quote N° B 50897	Trainee	Sector	ISCO	CIRF	Country
	-	-	Computer operator 3-42.20	10	United Kingdom 42

Author:	-
Title:	The training of computer operators
Bibliographical references:	London, Her Majesty's Stationery Office, 1972, 44 p. Price: £0.30
Translation	
Subject analysis	Manual giving guidelines for the organisation of training for computer operators: five training stages; objectives and content; further education; assessment; training prospects; appendices including job description, suggested curricula, detailed training proposals.

Contents analysis

The Joint Board Computer Training Policy Committee has issued recommendations on the selection and training of computer operators. A "computer operator" is defined as "a person employed to control, or assist in controlling, the processing of each job through the computer and its peripheral devices". The training of operators who have no prior knowledge of either the company or data processing, can be divided into 5 stages.

1. Induction training should ensure that the trainee: (1) has a sound knowledge of the structure, policies and procedures of the company; (2) is fully conversant with the structure of the data processing department and its role within the company and his duties and responsibilities within the department. It should emphasise the confidential nature of computerised information and the costs of computing time.

The introduction to the company is the responsibility of the personnel department. Introduction to the data processing department is the responsibility of the data processing manager.

2. Basic training should ensure that the trainee: (1) has a sound knowledge of the fundamentals of computer systems; (2) is fully conversant with the company's data processing system and the computer installation environmental standards; (3) is competent at applying the company's recognised practices and procedures.

3. Peripherals training should ensure that the trainee: (1) has a sound knowledge of the characteristics principles of operation, cleaning procedures, safety precautions and fault diagnosis techniques for the peripheral equipment; (2) is competent at operating the peripheral equipment and diagnosing and rectifying operational faults.

4. Console training should ensure that the trainee: (1) has a sound knowledge of the operational principles of the computer installation; (2) is competent at controlling job processing from the console and carrying out recovery procedures.

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5. Advanced training should ensure that the trainee: (1) has a comprehensive knowledge of the software aspects of computer operating; (2) is competent in the use of utilities and special programmes; and (3) is capable of undertaking job resequencing.

The total duration of the training programme will differ according to the complexity of the installation. Suggested timescales for three installations of different complexity are outlined below.

1 shift/single job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	$4^{1}/2$ days	2 days	2 days	2 days	$11^{1}/2$ days
B	1/2 day	2 weeks	4 wks	8 wks	8 wks	22 weeks

2 shifts/single job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	6 days	3 days	2 days	5 days	$17^{1}/2$ days
B	1 day	8 weeks	8 wks	16 wks	16 wks	48 weeks

3 shifts/multiple job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	8 days	3 days	4 days	5 days	$21^{1}/2$ days
B	1 day	8 wks	8 wks	24 wks	48 wks	88 weeks

A = off-the-job training
B = on-the-job training and supervised experience

The over-all programme

Planning the programme will comprise 6 steps to determine: the job specification; the number of training stages; training requirements; experience of trainee; training resources; duration.

Selection criteria should be established to avoid waste of time and money and training methods should be selected on a cost-effectiveness basis.

There should be systematic appraisal of the trainee's progress and regular reviews to update the programme.

Further training should be available and further education should be on a day-release or block-release basis, rather than through evening courses.

For other joint industrial committee reports cf. abstract No. 8/B 51062, Vol. 12 (purchasing and supply functions) and abstract No. 10/B 49616, Vol. 12 (computer programmer).

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50897	-	-	Computer operator 3-42.20	10	United Kingdom 42

Author: -

Title: The training of computer operators

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Contents analysis

The Joint Board Computer Training Policy Committee has issued recommendations on the selection and training of computer operators. A "computer operator" is defined as "a person employed to control, or assist in controlling, the processing of each job through the computer and its peripheral devices". The training of operators who have no prior knowledge of either the company or data processing, can be divided into 5 stages.

1. Induction training should ensure that the trainee: (1) has a sound knowledge of the structure, policies and procedures of the company; (2) is fully conversant with the structure of the data processing department and its role within the company and his duties and responsibilities within the department. It should emphasise the confidential nature of computerised information and the costs of computing time.

The introduction to the company is the responsibility of the personnel department. Introduction to the data processing department is the responsibility of the data processing manager.

2. Basic training should ensure that the trainee: (1) has a sound knowledge of the fundamentals of computer systems; (2) is fully conversant with the company's data processing system and the computer installation environmental standards; (3) is competent at applying the company's recognised practices and procedures.

3. Peripherals training should ensure that the trainee: (1) has a sound knowledge of the characteristics principles of operation, cleaning procedures, safety precautions and fault diagnosis techniques for the peripheral equipment; (2) is competent at operating the peripheral equipment and diagnosing and rectifying operational faults.

4. Console training should ensure that the trainee: (1) has a sound knowledge of the operational principles of the computer installation; (2) is competent at controlling job processing from the console and carrying out recovery procedures.

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5. Advanced training should ensure that the trainee: (1) has a comprehensive knowledge of the software aspects of computer operating; (2) is competent in the use of utilities and special programmes; and (3) is capable of undertaking job resequencing.

The total duration of the training programme will differ according to the complexity of the installation. Suggested timescales for three installations of different complexity are outlined below.

1 shift/single job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	4 1/2 days	2 days	2 days	2 days	11 1/2 days
B	1/2 day	2 weeks	4 wks	8 wks	8 wks	22 weeks

2 shifts/single job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	6 days	3 days	2 days	5 days	17 1/2 days
B	1 day	8 weeks	8 wks	16 wks	16 wks	48 weeks

3 shifts/multiple job stream

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
A	1/2 day	8 days	3 days	4 days	5 days	21 1/2 days
B	1 day	8 wks	8 wks	24 wks	48 wks	88 weeks

A = off-the-job training
B = on-the-job training and supervised experience

The over-all programme

Planning the programme will comprise 6 steps to determine: the job specification; the number of training stages; training requirements; experience of trainee; training resources; duration.

Selection criteria should be established to avoid waste of time and money and training methods should be selected on a cost-effectiveness basis.

There should be systematic appraisal of the trainee's progress and regular reviews to update the programme.

Further training should be available and further education should be on a day-release or block-release basis, rather than through evening courses.

For other joint industrial committee reports cf. abstract No. 8/B 51062, Vol. 12 (purchasing and supply functions) and abstract No. 10/B 49616, Vol. 12 (computer programmer).

In referring to this abstract please quote N° B 49616	Trainee	Sector	ISCO	CIRF	Country
	-	-	Computer programmer 0-84.20	10	United Kingdom 42

Author: –

Title: The training of computer programmers

Bibliographical references: London, Her Majesty's Stationery Office, 1972, 47 p. Price: £0.32^{1}/2

Translation

Subject analysis

Manual giving guidelines for the organisation of training for computer programmers: content; four training stages; further education; career prospects; appendices including job description, suggested curricula, further education courses, career structures.

Contents analysis

The Joint Board Computer Training Policy Committee has issued recommendations on the training of computer programmers. A "programmer" is defined as "a person who is employed in the design and production of data processing applications programmes".

The recommendations are based on the assumption that the trainee has no industrial or technical experience of significance. The recommended 4 training stages are outlined below.

1. Induction training should ensure that the trainee: (1) has some knowledge of the structure, policies, and procedures of the company; (2) is fully conversant with the organisation of the data processing department and its role within the company and his duties and responsibilities within the department.

2. Basic training should ensure that the trainee: (1) has a sound knowledge of the fundamentals of computer systems; (2) is familiar with the content and purpose of each stage in the sequence of a project; (3) can apply the various basic techniques of programming; and (4) understands the various methods of coding.

Training can be through an off-the-job course or based on programmed learning texts, which can be studied, under guidance, at the trainee's establishment.

3. First language training is in two parts. Part 1 — formal theoretical training should ensure that the trainee: learns the characteristics and capabilities of the equipment and basic software of the installation; and becomes competent in all aspects of the language selected. It can be off the job or based on programmed learning texts, which can be studied under guidance. Part 2 — planned on-the-job training and supervised experience — should ensure that the trainee: understands and adheres to all relevant company data processing standards and can perform tasks associated with computer programming. The effectiveness of on-the-job

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training is dependent on: sound planning before the training starts; comprehensive briefing of the trainee at the commencement of the training; competent guidance and tutoring during training; and regular assessment and review of progress during training.

4. Software training will be necessary in companies using sophisticated hardware (e.g. multi-access) or software (e.g. complex operating systems).

The total duration of the training programme will differ according to the complexity of the installation. Suggested timescales for training stages are: induction (2 days); basic training (1 week's continuous training); theoretical 1st language training (1 to 6 weeks); practical 1st language training (6 months); software training (variable).

Further training should build upon the knowledge and skills already acquired. It might include a second language, specialist programming techniques, additional software and supervisory training.

Training methods should be effective in terms of meeting training objectives, and at an acceptable cost. They will include external training courses, in-company training courses, use of programmed learning material, tutorials, on-the-job training.

Further education should be encouraged by every company. All trainee programmers should be given the opportunity to pursue their further education studies on a day-release or block-release basis since evidence shows that such arrangements are more effective than evening studies.

Job progression is likely to be based upon movement: either within the broad functional area of design and production of applications programmes, leading ultimately to a position within programming management; or, from the functional areas concerned with the design and production of applications programmes, to other specialised functional areas.

Other joint industrial committee reports cover purchasing and supply functions [cf. abstract No. 8/B 51062, Vol. 12] and computer operators [cf. abstract No. 10/B 50897, Vol. 12].

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53731	-	-	-	11	France 44

Author: **GUILLOT, M.**

Title: Treize enseignants en rupture d'école

Bibliographical references: L'Education, Paris, No. 170, 22 March 1973, p. 11-13.

Translation: 13 teachers play hookey from school

Subject analysis: Article on an experiment with a period of practical training within industry for teachers: purposes; observation and production phases; benefits for the teachers; deficiencies in school-industry relations noted.

Contents analysis:

An experiment with a period of practical training within industry for teachers, initiated by the Ministry of Education's Managing Body for lifelong training and vocational guidance (la Direction déléguée à l'orientation et la formation continue du Ministère de l'Education nationale), took place during the 1971-72 school year. Its purpose was to create or strengthen ties between school and the working world; to teach the teachers, through day-to-day experience, how an undertaking works and arouse their interest in economic and social realities in general.

13 teachers (7 women and 6 men) from the Orléans-Tours school district (Académie) participated: 8 were general education teachers, and 5 in technical education. The participating undertakings varied in size and covered a wide range of industrial activities including the metal trades, pharmaceutical laboratories, agricultural co-operatives, construction and public works, electronics, textiles, banking, and a large government department.

The periods of practical training comprised 3 phases.

1. Preparatory phase. Before beginning training, the teachers underwent preparatory training at the Orléans Regional Centre for Pedagogical Documentation (Centre régional de documentation pédagogique (CRDP) d'Orléans). This phase lasted a little over one month and provided an introduction to national and regional economics and to business management and related problems.

2. Observation phase. This phase was meant to familiarise the teacher with the organisational structure of the undertaking, its communications system and its economic and social impact. The observation phase lasted from a few days to several weeks or even months and included systematic instruction in and observation of work methods within the undertaking.

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3. Production phase. The purpose of this phase was to involve the teachers in production work. The trainees were not always given supervisory level tasks. Although in some instances jobs were created for the trainees and they were given personal responsibilities, in others the trainees replaced absentees, absorbed work overloads, and undertook special tasks.

The results achieved by the experiment can be considered from 3 viewpoints: the trainees, the employers, and the educational system.

The trainees were generally well received, although 2 of them seem to have sensed a certain reticence on the part of department heads and supervisory staff.

Those of the participating undertakings which supported the scheme wholeheartedly offered the trainees a wide field of observation, enabling them to derive a real benefit from the 2nd phase.

In spite of some disappointments which arose during the 3rd phase, two-thirds of the trainees felt that they had been able to do a real job of work and had done it quite well.

On the whole, the trainees felt that they had acquired a better understanding of the working world and a sense of team spirit and of related responsibilities. They became aware of the difficulties experienced by working parents in their relations with the national education system.

The employers mainly mentioned the problem of finding useful work for the trainees to do. They acknowledged the excellent quality of the trainees' work (truly productive work in 8 cases), some of which was of lasting usefulness, such as: a purchasing schedule for the construction of a new factory; job simplification; a work study; finding answers to economic and psychological problems, etc.

As for the schools, the experiment bore positive results in the form of improved mutual understanding: a period of practical training proved to be one of the best ways of improving ties between school and the working world and of enabling teachers to provide their pupils with better vocational orientation.

During the 1973-74 school year, the experiment will be repeated with certain improvements, especially in the preparatory phase.

In referring to this abstract please quote N° B 53028	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	11	Italy 45

Author: Centro Studi Investimenti Sociali (CENSIS)
Title: Linee generali di uno schema per la formazione dei formatori degli operatori sociali
Bibliographical references: Quindicinale di note e commenti, Roma, Vol. 9, No. 179, 15 Feb. 1973, p. 161-168.

Translation: Broad outline of a scheme for training trainers of social workers

Subject analysis: Article on the training of trainers and training directors, more particularly in the social services: role of the trainer, objectives and content of the training programmes.

Contents analysis

The training of instructing staff presents many special problems, principally because trainers represent only an intermediate stage before the final objective: the people they are to train.

Role of the trainer: transmission of technical and professional skills; cultivation of a critical understanding of the basics of the subjects taught; constant innovation in the use of appropriate teaching techniques and in the formulation of new methods of teaching so as to encourage a questioning attitude to techniques and programmes; also in the forging of educational links between the training process and the field of operation.

The teacher today must be a specialist in human development. He must dispose of all the physical and intellectual resources needed to create the right educational climate for the fullest possible development of the people for whose training he is responsible.

The question is whether to entrust this training to an existing university-type institution, or to a smaller and more flexible institution with its own structure, outside the university system. If social workers are to be trained at the university, far-reaching changes will obviously be required, since there is no university tradition of teaching in this specialised field.

Methods and content of teaching. The trainer must be both planner and performer. He must understand the relationships between concrete problems, technical theory and the practical applications of that theory, and achieve a balance between the three. The desired object is to evolve a type of training which will enable him to understand the educational processes he will be using, while being able to build on them and assess the results. His training should contain the following elements: group dynamics; personalisation of the teaching relationship, with the maximum emphasis on the guidance function; experimentation with forms of co-operation encouraging the growth of creative and responsible attitudes.

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In this connection the Council of Europe has proposed certain criteria for general teaching systems covering broad areas of knowledge to which specialised subjects could be added: pedagogics, in particular the study of syllabi and teaching techniques; aspects of psychology, in particular group psychology and the psychology of teaching; aspects of sociology, in particular the social function of the teaching profession and study of the educational system.

These proposals are undoubtedly far too general, but certain subjects must be included for all instructing staff, whatever their level or specialisation. For example: basic knowledge for giving a widely diversified instruction; an understanding of the personalities of young people; teaching methods and pupil evaluation; aesthetics (fine arts, letters, the cinema); creative and manual education; study and practice of at least one living language; concepts of the purpose and means of education (social anthropology, philosophy of education).

Obviously, when a particular programme is being planned, a choice of material has to be made, within each group of subjects, appropriate to the training of social workers.

As regards lifelong education and training, this should include, through a permanent documentation service: updating of teaching theory and specialised knowledge; raising the administrative and managerial qualifications of the staff, by strengthening their existing knowledge or widening their range of subjects; acquisition of new technical qualifications; analysis of current social problems; questions arising from empirical research.

Persons to be trained

At present, instructor training for social work is almost wholly concerned with teachers for schools of social service. It may cover three main branches, each with its own programme: administration and management of services; services promoting socio-cultural activities; home-help services. In the short run the aim should be the creation of specialised institutions drawing mainly on university graduates but also on persons with expertise in establishing programmes and directing social services. A pilot project would be valuable.

In referring to this abstract please quote N° B 50612	Trainee –	Sector Education 931	ISCO –	CIRF 11	Country United States of America 73

Author: MILLER, M.D.

Title: Leadership personnel for vocational and technical education

Bibliographical references: Columbus, Ohio, Educational Resources Information Center, Ohio State University, July 1972: Information Series No. 64, Doc. VT 015 087, 44 p.

Translation

Subject analysis

Report on a study carried out to assess current attitudes and practices with regard to leadership roles in vocational education and training: need to define leadership role; training programmes; recruitment and selection procedures; conclusions; recommendations; bibliography.

Contents analysis

A study has been carried out to review significant research and information concerning leadership training for vocational education and training at all levels. Data for the study were based on documentation from the Educational Resources Information Center (ERIC), the Research Library at Oregon State University, personal sources of the author and computer searches of other relevant sources. The conclusions and recommendations are outlined below.

Conclusions

- There is no generally accepted definition of "leadership" and no standardised terminology to describe functions and activities of persons serving as leaders in vocational education.
- There is disagreement as to whether administrative roles in education should be considered leadership roles.
- Little is known about the training needs of leadership personnel in vocational education.
- Existing studies concentrate on current practices and pay little attention to future needs.
- Vocational educators could play a greater role in preparing general school administrators for the new career oriented education system [cf. abstract No. 1/B 49205, Vol. 11].
- In-service training programmes and internship seem to provide greater relevancy than other leadership training methods in the field of education but evaluation and cost-benefit studies are scarce. Follow-up is a missing element in many leadership training programmes.
- Recruitment and selection procedures of leadership training programmes are haphazard but cannot be improved until the leadership role in education is more clearly defined.

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Recommendations

1. Terms describing functions relating to leadership roles in vocational education at all levels need to be standardised. Studies should concentrate on defining present job and task requirements together with emerging roles and job needs. State, university, post-secondary and local needs vary and leadership training programmes must provide for these variations. Without detailed studies of competency requirements it will be impossible to establish desired objectives.
2. There is a need to review current training practices and propose alternative models.
3. It is necessary to develop more precise recruitment and selection procedures for leadership training programmes in vocational education.
4. Special programmes of leadership development for vocational education should be introduced at the undergraduate level.
5. Data should be assembled on participants in leadership development programmes in order to provide a basis for longitudinal studies.
6. Training programmes for educational administrators should include instruction in general and specialised competencies related to the administration of vocational education in a comprehensive school system. Attitudes held by such personnel can hasten or retard the implementation of the new career-education concept into the secondary school system.

In referring to this abstract please quote Nº B 48301	Trainee -	Sector Education 931	ISCO Teacher 1-3	CIRF 11	Country Developing countries

Author:
Title:
Bibliographical references:

RAZIK, T.A.
Systems approach to teacher training and curriculum development: the case of developing countries
Paris, United Nations Educational, Scientific and Cultural Organization, (UNESCO), International Institute for Educational Planning, 1972, 157 p.
Price: US$4.50; £1.35; FF18.

Translation

Subject analysis

Book describing the development of a model for teacher training and curriculum development in developing countries: application of the systems approach; the two major subsystems; methodology; three case studies; glossary of terms; index. [This abstract outlines the general concepts underlying the model.]

Contents analysis

In developing countries there is an urgent need for skills and knowledge at all levels. An effective educational system is the main hope for meeting this need. The validity of any educational system is dependent upon the quality of the instruction and the availability of competent teachers. Each developing country therefore needs to determine the appropriate means for training such qualified instructional personnel. This involves the establishment of teacher-training systems which reflect the over-all expectations of the educational system and the country's various social institutions.

A study has been carried out under the auspices of the International Institute for Educational Planning (IIEP) of UNESCO to attempt to design a model for teacher training and curriculum development in developing nations, using a systems approach. Three developing countries — Kuwait, Sri Lanka and the Sudan — were selected for case studies and as examples of the model's application. The case studies illustrate how the model can be adapted to varying levels of economic development.

Essentially, the model has 3 main characteristics: (1) it can be constantly adapted in the light of experience; (2) it is designed to achieve a specified and measurable outcome; (3) it is designed so that it is always possible to relate progress to stated objectives.

There are two main reasons for the adaptability of the model. First, the model has been developed using the systems approach. This method requires the principal investigator to break down the elements of a problem at all levels into relevant components until meaningful and workable units are isolated. Secondly, the model takes into account the need for decision-making to accomplish the specified learning outcomes.

Before utilising such a model four critical factors should be taken into consideration: (1) commitment to the development of such a programme; (2) the availability of the kinds of resources needed to implement it; (3)

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ability to create and live within the new management structures required for its function; and (4) the availability of time of initiation.

Commitment. Adoption of the model in its entirety would markedly alter the lives of teaching staff. It would also affect the lives of all people connected with the educational system, including the trainees. Therefore, it is essential that all persons influenced by the introduction of the model should participate in making decisions concerning curriculum, methods of instruction, evaluation, etc.

Resources. Although heavy investment is needed in research and development activities to launch and maintain the model programme, there will be many trade-offs that are not apparent at first sight and which will serve to lessen resource needs. In terms of an absolute increase of resources required over what are already invested in teacher-training programmes, the demands may not be as enormous as they first appear.

Adaptability. Persons involved in a model-based programme will be required to undertake a variety of roles and relationships and to be responsible for a number of functions, many of which will be relatively new to them. Instructional staff will work closely with management, for example, in deciding programme policy and developing instructional systems.

Time. The initiation of the teacher-training model programme requires considerably different lead-time than does a change of emphasis within a traditional programme. It is a lengthy process to prepare staff to implement the programme, to develop and test instruction systems, to establish the information management system, to arouse support for the programme, etc. Authorities attempting to establish such a programme need to be aware of the probable necessity for maintaining existing programmes while directing the creation of the new one.

The second part of the book gives an example of the application of the model in the Sudan.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 47650	–	–	–	11	United Kingdom 42

Author: **GANE, C.**

Title: Managing the training function using instructional technology and systems concepts

Bibliographical references: London, George Allen and Unwin Ltd., 1972, 183 p. Price: £4.

Translation

Subject analysis

Book on the role and functions of the training manager: seven basic stages for training activity; need to identify the elements of the training system inputs, outputs, processes and objectives; adoption of a systems approach; constraints imposed on instructional technology.

Contents analysis

New vocabularies, systems and techniques sweep across the training arena every month. As a result there is no generally accepted scheme which sets out principles which are equally applicable to operator and to management training. Employing a two-pronged approach based on programmed instruction and the systems approach this book attempts to establish such a framework. [This abstract outlines the over-all strategy proposed by the author.]

Common elements can be identified in all training activity and the job of the training manager can be broken down into seven basic stages which form a cycle. The term "training manager" is reserved for a role rather than for a specific job. The role is that of the person or persons who decide on the detailed allocation of resources to achieve the objectives of the training function. The seven stages of the cycle are outlined below.

1. Define the problems.

2. Arrange the problems in order of priority.

3. Analyse each problem to determine the best combination of organisational change, selection and training.

4. Produce a target population analysis, a task analysis and a performance analysis.

5. Design the training process (which may or may not be a course) and produce the training plan.

6. Assemble the training resources and implement the training process.

7. Evaluate the results of the training process and feed back the information to the people who need it.

These seven stages should be seen in relation to the "system" as a whole and not regarded as isolated components. A "system" can be defined as

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"a set of elements which, in relation to defined objectives, uses processes to transform inputs into outputs". Any systems approach to training therefore depends on identifying the inputs, outputs, processes and, more importantly, the objectives. No system is identical.

The inputs to a training system are trainees with certain characteristics: intelligence quotient, education, experience, but more importantly an inability to perform as required on the job. Other inputs include the nature of the training problem itself, experience of the training management, and the resources available for solving the training problem.

The outputs are trainees performing on the job and performing on end-of-course tests.

The most important processes in the system are training courses, the design and production of training courses, training development, on-the-job experience and further training.

The objectives are to produce people performing satisfactorily on the job at minimum cost.

The ultimate goal of the system as a whole is to achieve maximum internal operating efficiency of the elements of the system. Thus, in applying a system approach to a training situation it is essential that all the elements interact so as to achieve the objectives effectively and efficiently. Such an approach implies: (1) relating training to on-the-job performance, careful specification of objectives, modifying training on the basis of results, designing training to fit the people concerned; (2) shifting attention away from the contents and methods of training courses and focussing it on the objectives and achievements of training processes; (3) providing a framework for describing and criticising a training activity; (4) providing a way of explaining to line management what the training function is to do and emphasising the job-oriented aspects of training rather than the educational or welfare aspects which are more difficult to quantify.

Once this approach is adopted it imposes certain constraints on instructional technology. It is the learning process in relation to stated objectives which becomes important rather than training methods in terms of a battery of gadgets. These tools may be a valuable adjunct to training but of themselves they do nothing [cf. abstract No. 14/B 49771, Vol. 12, United Kingdom].

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 206	–	Education 931	–	11	Poland 438

Author: –

Title: Magister znaczy mistrz, nauczyciel

Bibliographical references: Głos nauczycielski, Warszawa, Vol. 56, No. 4, 28 Jan. 1973, p. 1, 6 and 7.

Translation: How to give all teaching staff a university degree

Subject analysis: Editorial reproducing an interministerial resolution announcing a series of measures concerning the initial training of teaching staff, raising the level of education of teachers already in employment, and ensuring their further pedagogical training.

Contents analysis:

The Ministry of Education (Ministerstwo Oświaty i Wychowania) and the Ministry of Higher Education, the Sciences and Technology (Ministerstwo Nauki, Szkolnictwa Wyższego i Techniki) adopted a resolution on 15 January 1973 concerning the principles to be applied to (1) the initial training of teaching staff; (2) raising the level of education of teachers already in employment; (3) the further training of teaching staff.

The measures proposed in the resolution are to become applicable for the 1973/1974 school year.

1. Initial training for teaching staff both at the common basic school and in secondary education is to be standardised at 4 years of higher education specialising in the subject which they are to teach. On completion of this period of training they will be awarded a first-level university degree. For those who will be teaching general subjects this training will be given at a university or a pedagogical institute; those who will be teaching vocational subjects will do their training at a specialised (technical, commercial, agricultural, etc.) higher education establishment [cf. abstract No. 11/B 42556, Vol. 10]. Teacher trainees attending these institutions will receive pedagogical instruction right from the first year of their studies.

2. Teaching staff already in employment will have to raise their level of general education by taking correspondence courses, for which the syllabus will be the normal 4-year syllabus for a (first-level) university degree. (During the year preceding such studies, these teachers will have to take a special preparatory course.) The total number of teachers under 40 years of age is currently estimated at 150,000. The establishments providing higher education will therefore have to resort to all types of information media (radio, television) in order to provide this instruction. It is likely that it will take some 12 to 15 years for all teaching staff to have been able to acquire the desired university diploma.

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3. Further training for teaching staff is to be compulsory and will form part of the over-all system of continuing or lifelong education. For teachers who already have a university degree, further training will mainly be concerned with updating their skills and knowledge. It will be organised periodically (with intervals of several years) as part of their post-university studies, and will lead to a qualifying examination. Teachers of vocational subjects and instructors who have not had any teacher training will be under an obligation to acquire such training which will be organised for them by the Teacher Training Institute (Institut Kształcenia Nauczycieli). Every 10 years teachers at vocational schools will have to undergo a period of training on production work in an undertaking.

Responsibility for providing these various types of training is to be shared between the Ministry of Education and the Ministry for Higher Education, the Sciences and Technology.

The Ministry of Education will submit proposals to the Ministry of Higher Education, the Sciences and Technology concerning the contents of the various syllabi and will inform the latter Ministry regarding foreseeable needs with respect to teaching staff for the various occupations and trade specialities. It will see that there is a suitable network of model schools (szkołaćwiczeń) that the pedagogical and other higher education institutes will use for practical work and for giving teacher trainees an opportunity to acquire adequate teaching practice. The Ministry of Education will continue to be responsible for providing further training for teaching staff.

The Ministry of Higher Education, the Sciences and Technology will be responsible, with the assistance of the Ministry of Education, for the initial training of teachers and for the further education of teachers already in employment. It will prepare all the relevant plans and syllabi. It will also determine the work and duties of scientific personnel in the establishments coming under its authority as part of the over-all scheme for the further training of teaching staff.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 52010	–	–	–	11	Germany (Fed. Rep.) 430.2

Author: Title: Bibliographical references:	LEMKE, H. Ausbildung der Ausbilder — Ausweg oder Ausrede Die Deutsche Berufs- und Fachschule, Wiesbaden, Vol. 68, No. 11, Nov. 1972, p. 816-823.
Translation	Training the training officer — a real or a false solution?
Subject analysis	Article on the training of teaching staff: improved teacher training does not necessarily mean improved vocational training; the number of occupations requiring vocational training must be decreased; legislative shortcomings; conclusions.

Contents analysis

It is generally thought that better instructor training is essential to improved vocational training, and the training officer's lack of adequate training is often blamed for vocational training's failure to improve rapidly. But improving instructor training is not the whole answer. The measures introduced by the Decree of 21 April 1972 prescribing the qualifications relating to trade instruction, teaching methods and conditions of work [cf. abstract No. 11/L 191, Vol. 11] are not satisfactory. The government could not conceivably delegate its responsibilities, for example by making the industrial and artisan trades organisations and associations responsible for organising trade examinations.

In the Federal Republic of Germany, there are at present an estimated 1.4 million persons being trained in some 600 trades recognised as requiring initial training (Ausbildungsberuf), in over 100,000 undertakings. The industrial and artisan trades organisations have counted over 250,000 training employers (Ausbildende) and training officers or instructors (Ausbilder), or 1 for every 5 or 6 trainees. But only a few of the training employers and training staff are wholly or mainly engaged in vocational training. To reach a more reasonable ratio of 12 to 18 trainees per trainer, the number of trades requiring training must be greatly decreased. The number of training employers and training staff would then drop to between 60 and 80,000. This would clear the way for a considerable improvement in their level of skills, which frequently is not much higher than that which the trainees must attain.

Improving the level of skill of the instructing staff will not suffice in itself either. Their work conditions and their status in the undertaking will also have to be improved. Neither the above-mentioned Decree of 12 April 1972 nor the over-all plan drawn up and issued by the Federal Vocational Training Committee (Bundesausschuss für Berufsbildung) has succeeded in this respect. There are therefore a number of steps which still have to be taken. The most important of them are given below.

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1. Decrease the number of people working in the field of vocational training, while increasing the number of qualified training staff. This requires providing training premises of reasonable dimensions, grouping together trades recognised for training purposes and integrating vocational training in the over-all system of public education and training.

2. Adapt instructor training to the standards set by the largest undertakings. Using those of small and medium-size undertakings as guidelines impedes teaching all training staff the best technical and pedagogical skills.

3. See to it that instructor training no longer leads to a dead end. On the strength of their pedagogical, occupational and technical skills, training staff employed in industry and commerce should be able to go straight into the vocational schools or into responsible positions in production.

4. Be sure that the primary function of training staff within the undertaking is to provide training. This does not exclude the teaching of specialised skills and knowledge by specialists on designated training premises and under the training officer's supervision. It will also be necessary to define exactly how much of the training officer's duties consists of actual instructing.

5. Give the training officer in an undertaking a status equivalent to that of a teacher in a school. He should have authority to decide upon the nature of the training, and not merely take such action when the employer authorises him to do so, or when it is stated in the contract. To this end, the training officers' work conditions must be improved. They should be able to participate in setting up the training programme and in selecting the facilities.

6. Not only authorise training staff to participate in preparing training aids, facilities and curricula and in drawing up training outlines and schemes but also see that such participation is in fact organised.

7. Institute free and compulsory lifelong further training for all training staff, in pedagogics as well as in vocational and technical subjects. Moreover, within the undertaking itself, training staff should be enabled to keep abreast of new technical developments.

Above all, people who are responsible for reforming vocational training should be especially wary of believing that the training of training staff is "the" solution for all vocational training problems.

In referring to this abstract please quote Nº B 51055	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	11	438

Author: MARKIEWICZ, C.

Title: Uwzględnić zróżnicowanie potrzeb

Bibliographical references: Głos Nauczycielski, Warszawa, Vol. 55, No. 33, 13 Aug. 1972, p. 6-7.

Translation

The different needs must be taken into account

Subject analysis

Article proposing a plan to standardise the initial training given to vocational teachers, to rationalise their further training and to plan for setting up new types of school for training vocational instructors.

Contents analysis

The training currently given to vocational teachers needs to be better adapted to present requirements.

Three different types and levels of school are at present providing vocational teacher training:

(1) 3 higher colleges of pedagogics (wyższa szkoła pedagogiczna) train teachers of general technical subjects;

(2) inter-disciplinary teacher training centres (międzywydziałowe studium pedagogiczne) [cf. abstract No. 11/B 25816, Vol. 8], set up in some of the polytechnics and in other higher education institutions for agricultural or business or commercial studies [cf. abstract No. 11/B 47130, Vol. 11], train teachers of vocational subjects;

(3) two large teacher training centres (studium nauczycielskie) train teachers of trade theory and instructors providing practical training in the mechanical, electrical and building trades.

The inter-disciplinary centres constitute the best means for training vocational teachers. They should therefore be systematically introduced in all institutes of higher learning and their teacher training syllabi should be standardised. As regards the two teacher training centres, these should be reserved for instruction in teaching trade practice; the scope of the centres could be expanded to include courses of part-time further training for instructors already in employment.

It is planned that by 1980 all vocational instructors should have a higher level of general and technical education. New technical teacher training colleges will therefore have to be set up for them [cf. abstract No. 11/B 44078, Vol. 10]. These colleges would provide a 3-year programme of higher technical education, pedagogical training and practical instruction for learning how to teach the most common trades. They

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would be open to: (1) workers who have completed a vocational secondary school; (2) technicians who have received their training in technical schools (technikum) whose syllabus is a prolongation of the programme of the basic ZSZ vocational schools (zasadnicza skoła zawodowa — ZSZ); (3) technicians who have received their training in technical colleges accepting pupils straight from common basic school, provided that they have acquired at least 2 years' work experience in an undertaking.

Some of the new technical teacher training colleges would specialise in training instructors for the clothing industry and the food industries, for neither of which is there any educational institution providing appropriate high level training. The instruction given in these schools could be extended to include training of vocational teachers for these two big sectors, since the inter-disciplinary centres cannot be expected to provide it.

Because of the great variety of subjects being taught at vocational schools it is extremely difficult to constitute, at school district level, groups of vocational teachers teaching the same subject so as to give them appropriate further training. Three permanent centres for providing such further training, and in particular updating training for vocational teachers, should therefore be set up. These centres should be established at Warszawa (Warsaw), for trades in the fields of electrical engineering, electronics, power supply and construction work; at Katowice for the mining and metallurgical industries and for the engineering and metal trades; and at Poznan for business and commercial subjects. Each of the centres should be equipped with boarding accommodation for some 40 trainees. Together they would be able to provide further training for some 6,000 vocational teachers over a period of 5 years (on the basis of one month per teacher).

In referring to this abstract please quote N° B 50922	Trainee	Sector	ISCO	CIRF	Country Poland
	-	-	-	11	438

Author: POLNY, R.

Title: O kształceniu pedagogicznym nauczycieli techniki

Bibliographical references: Życie Szkoły Wyższej, Warszawa, Vol. 20, No. 7-8, July-Aug. 1972, p. 47-53.

Translation: Concerning the pedagogical training given to teachers of technical subjects

Subject analysis: Article on the organisation by a university of training for instructors giving prevocational training in technical subjects at general secondary schools, and for teachers of general technical subjects at vocational schools.

Contents analysis

The faculty of technology at the University of Silesia (Universytet Śląski) runs a course in pedagogics enabling graduates of the course either to take up a career as a technical education instructor or prevocational training instructor in a general secondary school, or to become a teacher of general technical subjects in a vocational school.

Giving the training at a university helps the students to see the purpose of their future work as teachers from the social service point of view, the relationship between man and machine. The pedagogical training they receive is to a large extent based on instruction in educational psychology. High priority is given to teaching the students how to organise their instruction both in a classroom and in a workshop so as to encourage the pupils' interest in technical subjects, in manual skills and the abilities they demand. The pedagogical training provided includes practical work during which the students learn about the different educational problems which can arise. This practical work can take place in a training school (szkoła ćwiczeń) for which the pupils have not been specially selected. The student teachers learn to plan their instruction taking account of the relationship between their subject and the other subjects in the school curriculum and, in so far as instruction in general technical subjects is concerned, taking into account the place held by the latter in the training given at other vocational schools. In addition, the student teachers learn how to direct and supervise the socially useful work and other extra-curricular activities of the pupils (cultural activities, technical groups, etc.).

It is customary at the university for the students, in preparing papers on technical subjects for their degree, to devote at least part of them to practical work on methodological problems connected with teaching technical subjects. In order that the school system can draw maximum benefit from the research done by the students on the methodology of technical teaching, the subjects chosen for the research should be

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carefully selected. They must have a bearing on the syllabi of the vocational schools and on the technical education syllabi used in general secondary schools.

In referring to this abstract please quote N° B 53768	Trainee	Sector	ISCO	CIRF	Country USSR
	-	-	-	13	47

Author: **FEDOROVA, O.F., TURBOVIČ, L.T.**

Title: Svjaz'teorii i praktiki v professional'no-tehničeskom obrazovanii

Bibliographical references: Sovetskaja Pedagogika, Moskva, Vol. 37, No. 3, March 1973, p. 43-48.

Translation: Relating theory and practice in vocational training

Subject analysis: Article on the links between the instruction in basic science and technical subjects given in vocational schools and the pupils' introduction to productive work: suggestions for strengthening the links.

Contents analysis

There is an urgent need to strengthen the links between the theoretical instruction given in vocational schools and the trainees' production training.

Many of the trades taught in vocational schools cannot be properly assimilated without a thorough grasp of the theory taught in the physics course, especially in electricity and magnetism. This applies, for instance, to the trade of setter in factories manufacturing capacitors and to related trades. Special attention needs to be given to the study of electricity, since this is best suited to building up the links between theory and production practice.

Trainee lathe operators and fitters and those training for other mechanical engineering trades particularly need the theory taught in general technical subjects. It is a grasp of these subjects which will also be the most useful for their assimilation of related trades later on The links between theory and practice in these subjects are based on the trainees' observations during their production training and subsequent analysis of those observations in class lessons. These links should be strengthened by including in the course a general introduction to the methods adopted in analysing labour productivity and the efficiency of equipment used.

For their production training, the trainees are issued with instruction cards telling them what to do, describing the operations and explaining the procedures. This is a valuable means of relating theory and practice. Using these cards accustoms the trainees to applying their knowledge and to thinking more about what they are doing. If best use is to be made of trainees' theoretical knowledge, however, the cards should include questions on what they do in the training workshops which can be answered only after they have reviewed the relevant theory.

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Plant instructors who round off production training by giving additional information, for instance, on the construction principles of high-speed equipment used by avant-garde workers have found another excellent way of linking theory with practice. Supplementary material of this kind should be selected jointly by these instructors and the vocational teachers in the schools.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 5[illegible]98	-	-	-	13	Developing countries

Author: BAUMHAUER, O.A.

Title: Erziehungsfernsehen in der Dritten Welt

Bibliographical references: Entwicklung und Zusammenarbeit, Bonn, Vol. 14, No. 5, May 1973, p. 5-7.

Translation: Educational television in the Third World

Subject analysis: Article on the potential of tele-education in the countries of the Third World: present problems of national education systems; experience and lessons of tele-education in the 1960s; conclusions and recommendations for reaping maximum benefit from tele-education.

Contents analysis:

The Third World faces many educational problems:

- rapid population growth has increased the percentage of children of school age in relation to the population population:
- despite the allocation of an increasing percentage of the gross national product for education, the available resources are insufficient to provide for even a minimum level of compulsory education;
- there is an acute shortage of teachers; the existing personnel are poorly qualified and do not readily agree to leave the towns to work in the rural areas;
- the normally low level of economic development compels many children to work at too young an age in order to supplement the family income; either the parents do not send their children to school or the children drop out of school too soon.

At the beginning of the 1960s, it was thought that educational television would solve a fair number of these problems, perhaps even replacing to some extent the traditional school. The illiterate would receive an adequate training through the use of images, without knowing how to read or write. The radio, and above all television, would soon provide general education for young people, and would make possible real social advancement by giving adults opportunities to make up their educational deficiencies.

Since then, experience gained in various developing countries has shown that it is perhaps the educational system itself which needs rethinking if the best use is to be made of the technical and pedagogical possibilities of tele-education. Certain conclusions and guiding principles emerge from the research and experience of these years and are outlined below.

- Radio and television are more likely to succeeed if associated with other forms and methods of communication (tape-recorders, film

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strips, printed matter).

- Out-of-school education is effective to the extent that it is possible to organise the groups of TV viewers concerned with the participation and guidance of teachers and group leaders who are professionally qualified and specialised in the relevant educational techniques.
- Rather than teach, television should awaken curiosity, creating or stimulating the desire to learn.
- Television programmes should be conceived for well defined regions and groups of persons. If the spectators are adults, the programme should be based on their knowledge and practical experience. Lessons will only be remembered if they strike a chord and the student can recognise their practical value.
- The results obtained by a given programme vary with the personal characteristics of the audience, their habits, their educational standards and their individual and group preferences; the more homogeneous the group, the easier it is to tailor the programme and the greater are the chances of success.

It follows that developing countries wishing to make good use of educational television should:

- restructure the national education system as a whole, aiming at a well articulated, comprehensive system adapted closely to the needs of all the sections of the community concerned and capable of benefiting from modern teaching methods;
- train teachers better, they should be masters not only of the subjects they teach but of educational techniques, including television; they should have greater opportunities for further training, both in media techniques and in pedagogics;
- experiment and carry out pilot projects in tele-education, in order to acquire a better appreciation of its educational possibilities; this implies, in the short term, foreign technical assistance to construct "models" and determine the methods to be used in preparing educational television programmes, and in the longer term it implies research into teaching aids and methods;
- launch mass public opinion campaigns to prepare for the acceptance of educational reforms, not only by the teaching profession but by parents and other groups affected, who often constitute centres of resistance.

Finally, developing countries should see that international technical assistance (model programmes, etc.) is genuinely attuned to their needs and contributes to the evolution of their identity as a nation.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52939	-	-	-	13	France 44

Author: -

Title: L'alphabétisation des ouvriers dans leur langue maternelle

Bibliographical references: Hommes et Techniques, Puteaux, Vol. 29, No. 340, Feb. 1973, p. 124-129.

Translation: Workers' literacy training in their mother tongue

Subject analysis: Article on methods of functional literacy training during employment: pilot project in Brazil; description of method (typical lesson; staffing; cost); conclusions; annexes (diagram, control sheet, etc.).

Contents analysis

Illiteracy is more widespread than generally realised and often causes industrial accidents and defective workmanship because of poor understanding of notices and explanations. Furthermore, an illiterate person has particular difficulty in adapting to an industrial environment. After four years' schooling a worker is 43% more efficient that someone who is illiterate; after secondary schooling the figure rises to 108% and after higher education to 300%. A system of basic literacy training was tried out in Brazil in 1968-69 by an expert (E. Field) in co-operation with the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Method. Utilising modern statistical techniques, Field calculated the frequency with which different syllables were repeated: a frequency of 20% covered 80% of the syllables in a selected vocabulary. Therefore, the students being adult, it was only necessary to teach them the spelling. If they could read these 20% they could understand 80% of the vocabulary; the rest they could guess. The selection of words was made by traditional educational techniques and the management indicated the essential phrases to be communicated. In the Brazil pilot project there were about twelve phrases related to each of the following subjects: labour law, occupational health and safety, human relations, positive work attitudes, working conditions, vocational training, workers' attitude to management. The list having been agreed, the phrases were expressed in words comprehensible to all. The frequency of syllables was then calculated and listed in decreasing order so as to ensure that instruction was based on the most commonly used syllables.

Typical lesson: half an hour per day, including 10 minutes' intensive instruction. For 2 minutes the charge-hand reads the standing regulations. The supervisor and the students discuss the work done the day before and remaining to be done. The foreman engineer gives technical safety directions. Literacy training as such follows: the instructor spends 5

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minutes teaching the workers to read 5 syllables, 5 words and 3 phrases, followed by 5 minutes of explanation. Then he reads the 3 chosen phrases (the same for a week), which form the subject of group discussion for 10 minutes. This discussion, starting from socio-economic facts, is the core of all the training and ensures the proper assmiliation of the words learnt by rote in the preceding period. Progress is gauged by means of a weekly control sheet on which is shown a curve of the results achieved compared with the theoretical curve. This type of control, basically statistical, is an original aspect of the method.

Staffing. Literacy training should be the responsibility of supervisory staff: the literate members of the work group are made responsible for the literacy of the others, under the direction of supervisory staff who have received appropriate pedagogical training. Ideally, the instructor comes from the same social and occupational background.

Cost. Apart from preparatory expenses, the main costs are: (1) students' wages and loss of production during lessons; (2) teachers' wages (one instructor can supervise 15 to 20 "teaching pairs" — assistant instructor + student); (3) cost of equipment and software, not a very heavy charge.

Conclusions

Difficulties. The chief technical difficulty is to analyse in a simple manner the job content and its operational stages in order to explain it clearly; but it is highly beneficial to the undertaking that this analysis should be done in depth. It is often difficult to judge the literacy level of candidates, but the method is adaptable to all starting levels.

Success factors. It is faster and cheaper to train the worker first in his mother tongue:

- literacy tends to raise productivity (6% in Brazil); training should therefore be regarded as productive work to be remunerated as such;
- using auxiliary instructors who tend to take a deep interest in the experience is a positive addition to their self-development;
- individualised instruction and teaching words having immediate significance: older workers assimilate this teaching better than traditional instruction.

Advantages. Functional literacy training is a human investment comparable to the creation of employment, but 100 times less costly. It puts the worker quickly in a productive situation where his output increases. In Brazil it was noted that requests for retraining increased and that the works library was in greater demand. As a step towards true vocational training, it should be integrated in the lifelong educational system, thus facilitating better adaptation to technical, economic and social development.

In referring to this abstract please quote N° B 52932	Trainee –	Sector –	ISCO –	CIRF 13	Country Ivory Coast 666.8

Author: PAUVERT, J.-C.

Title: Participation des jeunes au développement, le rôle de la télévision

Bibliographical references: Les Carnet de l'Enfance, UNICEF, Neuilly-sur-Seine, No. 22, April-June 1973, p. 65-80.

Translation: Participation of youth in development, the role of television

Subject analysis: Article on tele-education: advantages and uses (primary and post-primary instruction, diffusion of national culture); cost factors; impact on teachers and other staff.

Contents analysis

To enable youth to play a bigger part in national development and to stem the rural exodus to the towns of those who have had a primary education, the Ivory Coast has developed a system of teaching by television. The object is to establish a stronger link between education and social and economic development.

Television provides a means of ensuring a reasonably rapid expansion of elementary school instruction and the progressive organisation of a form of non-school education, with which all other active age-groups can be associated. It aims at integrating primary school leavers in the local community, as part of an over-all educational strategy which is itself integrated with the national development strategy.

Impact on teaching

Television makes possible reduced costs, employment of better qualified teachers and the systematic use of all the latest educational techniques and methods. It therefore entails a total reform of the syllabi and methods of education. For the teacher it can be a veritable permanent training college. It most probably constitutes the only means of resolving the problem of a generalised post-primary education for the nation at large, providing at the same time educational advancement and preparation for active life. Furthermore, the equipment — the television network — is fully utilised.

The problem is to obtain the best possible combination of media (television, radio or printed) for a given purpose, so that in every case and throughout the learning process the most effective communication and the most appropriate medium are chosen, and are used in the most efficacious way by the teacher. Since it is desirable that the personnel at all levels within the educational system understand their new role and feel involved in the current changes, a co-ordinated programme of general information, instruction and retraining is advisable.

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The question arises of the extent to which television and radio make possible economies in staff costs through reductions in the student-teacher ratio and in time required for training teachers and staff. From the economic point of view, a satisfactory balance must be struck between the additional cost and the improved performance of the system, internal and external. If the use of these new techniques increases the costs of initiating the staff and of their further training, including retraining, till they exceed the concrete gains, then their use is [illegible] longer justified, economically speaking. Current research should be intensified so that eventually the teacher performs only the tasks that cannot be done by machines or other means. This approach will call for profound changes in organisation, hierarchical structures and responsibilities, and in the roles of both teachers and students. But innovations can only be brought about by the educators themselves.

Repercussions on society

Through television, the entire Ivory Coast community will be able to learn and to see its own image. The systematic use of tele-education may be expected to develop a reciprocal relationship between the national community and the educational process. In villages and towns, the school television set is becoming the expression of a national culture in the making, helping to unitethe generations and to make every person feel himself a member of the community as a whole.

To help adults adjust to these enlarged horizons, to engender aspirations which will stimulate in them new attitudes, while at the same time drawing youth into a common effort for development, additional communication channels must be found, certainly in every nation State and if possible at the world level.

The teacher as leader

With the aid of television, the teacher becomes once more a force for progress. His training must fit him to be a leader of his pupils and of the local community, skilled in the use of various methods of communication and in the processes and techniques of instructing. He must know also how to observe, analyse and assess the various characteristics of the social environment, to identify the resulting problems and establish the relationship between them. Then he will need to recognise the dynamic factors which might be used to effect improvements. Teacher training must therefore be interdisciplinary to the greatest possible degree, because life itself is interdisciplinary.

In referring to this abstract please quote N° B 52930	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	13	Switzerland 494

Author:	de COULON, P.
Title:	Le réalisme dans la formation
Bibliographical references:	Chefs, Genève, No. 4, April 1973, p. 11-21.
Translation	Realism in training
Subject analysis	Article comparing the respective requirements of the training and the undertaking: need to ensure their compatibility; effects on trainee and trainer; basic elements of a training strategy.

Contents analysis

Practical experience of training managerial staff, whether for operational, manufacturing, administrative or sales functions, seems to show that the trainees find they are expected to live in two different worlds:

- while undergoing training, time seems to count for nothing, but at the workplace the time element is absolutely essential;
- in the undertaking a decision is judged by its results; but in training it is the analysis that leads up to the decision that is more important;
- in the undertaking, decisions often have to be made on the basis of incomplete information and partial analysis; in the training course, all the data are there and the analysis seems to lean heavily towards perfection;
- in the undertaking, success is often due to intuition, but in the training situation it tends to reward the theoreticians.

The trainee finds himself torn between the two systems and has to live with them. The training officer or instructor has to cope with the same problem and to make sure that his programme:

- meets the undertaking's needs;
- matches the trainees' needs and hopes;
- is successful in transmitting specific skills.

To do this, the training officer must try to simulate the atmosphere of the undertaking, or even the economy as a whole, to avoid any glaring discrepancy between reality and the situation he presents as a model. The exercises arranged for his trainees must present simulated situations which try to reproduce reality as closely as possible and which must be coped with under conditions which are also close to reality. But this is an illusion. In fact, the model distorts reality, and the trainees have trouble disassociating themselves from their own understanding of reality and learning to take risks in facing a new set of circumstances. The

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trainer must therefore seek to create an atmosphere in which the trainees – especially management trainees — will be daring enough to experiment a little and to accept the idea of learning through improvisation.

The basic factors in such a strategy are:

- exercises which place the trainees in a situation they can relate to their own personal experience and which will, at the same time, encourage group inter-action and self-knowledge;
- the rules of the game must be stated exactly, together with the objectives set for the training course;
- the trainees must be given all the information they need about the specific training situation, plus the theoretical background, so as to guide them in their approach;
- the sequence of events must be geared to individual or group progress, and to the contacts between trainees and trainers or group leaders;
- the trainees and group leaders should be encouraged to discuss the rules of the game and the objectives of the exercise while it is in progress;
- the trainees must be encouraged to look for the criteria to evaluate the results at the same time as they are looking for the solutions.

Such considerations lead to questioning whether it is not more realistic to look for exercises and situations — even games — which are founded on the trainees' personal experience rather than on a model that is bound to remain remote from reality and may add nothing to the effectiveness of the training. Contrary to what has been said, however, the system for which the training officer is responsible is not incompatible with the system of the undertaking. Provided each is properly planned and utilised, the two systems are complementary.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
Nº B 52901	Young	Education	–		United States of America
		931		13	73

Author: CRUNKILTON, J.R.

Title: Testing of model for evaluation of secondary school programs of vocational education in agriculture

Bibliographical references: Blacksburg, Va., Virginia Polytechnic Institute and State University, 1972: Project No. 808366-1, 55 p. (mimeo.).

Translation

Subject analysis

Report on research carried out to test a school programme evaluation model: application to secondary school agricultural programmes; sample; data collected; findings; recommendations; appendix containing questionnaires.

Contents analysis

Research has been carried out by the Virginia Polytechnic Institute and State University to validate a model for the evaluation of secondary school programmes of vocational education in agriculture. The main objective was to test the evaluation model with a view to its widespread introduction for use by local communities. The sub-objective was to test the applicability of the model to programmes in the State of Virginia and make any necessary revisions.

The decision was made to test the model in one school in Virginia — the James Wood High School — and to follow-up graduates for the years 1970, 1969, 1968 and 1967. Some 100 former agricultural students were contacted. Graduates were informed, either collectively at meetings held expressly for the purpose, or individually at their homes, about the objectives of the study. They were then asked to complete a series of questionnaires. Other data were requested from employers and the state and federal authorities. Attitudes to the programme of the total adult population of Virginia were also investigated on the basis of a 3% random sample of adults in the James Wood High School district.

Data were collected on: individual school records; subsequent employment patterns; job satisfaction; further education and training; social activities; employer satisfaction ratings; adult education; relevance of vocational training and application of knowledge acquired; personal data on current students; agricultural manpower requirements; population served by agricultural vocational education services; placement of secondary school graduates and non-graduates; persons interested in enrolling in agricultural courses; objectives of the agricultural education programmes; financial analysis of secondary level and adult programmes; adult attitudes to secondary level agricultural programmes; local policies relating to agricultural education; local resources; state and federal contributions other than financial; occupational patterns; existing evaluation procedures.

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The main findings of the data analysis are outlined below.

1. The evaluation model proved to be a viable means by which reliable data can be collected to analyse secondary school agricultural programmes and introduce programme amendments.

2. The co-operation of the state advisory council [cf. abstract No. 1/L 77, Vol. 8] is vital if the evaluation is to be successful.

3. The follow-up of graduates who have been out of school for 3 or more years does not add significantly to the evaluation.

Certain defects in the data collection system were revealed, e.g. group meetings at the school were not totally successful, some difficulty was experienced in explaining to the 3% random sample the purpose of the study.

The following recommendations are made as a result of the study.

1. The evaluation model should be applied to other agricultural programmes in Virginia.

2. The state advisory council should be involved in implementing all stages of the evaluation model.

3. An advisory group should be constituted to assist in determining programme changes based upon the data collected.

4. A letter of introduction should be mailed to the adult sample before the interviewer personally contacts the individuals.

5. Schools implementing the model should only follow-up graduates from the last 2 years.

6. Preliminary plans should be started to implement the evaluation model on a statewide basis. It should be prepared in handbook form to facilitate use by local departments.

Conclusion: the use of the model should result in improving current occupational programmes so that they become more meaningful for students.

In referring to this abstract please quote N° B 50518	Trainee	Sector	ISCO	CIRF	Country France
	–	–	–	13	44

Author:
Title:
Bibliographical references:

GISCARD, P.-H., LEMAÎTRE, P., LUCET, M.
La modélisation, condition d'une simulation efficace en pédagogie
Education permanente, Paris, No. 14, April-May-June 1972, p.49-64.

Translation

The use of models, a prerequisite for effective simulation in teaching

Subject analysis

Article on the general concept of models and simulation in teaching: major movements in the instructional process — from reality to the model and from the model to reality; categories of models.

Contents analysis

A "model" can be defined as a tool of learning or of action relating to a system and constituting a reproduction of that system. There are models whose principal objectives are to explain, to illustrate, to clarify — to be in fact a tool of learning. A model represents reality, but is not reality itself (a map is not the territory it represents). There are 2 types of model: models of material systems (e.g. the movements of mass panic) or of conceptual systems (gravitation, the spreading of rumours).

A model is implicit in any systematic pedagogical situation. The selection of a given learning situation is the result of presenting, more or less clearly and more or less completely, as the case may be, a pedagogical objective. To simulate is to make something which is not real appear real. Viewed in this light, any learning situation which is distinct and separate from real life situations, is a simulation. To put something into a pedagogical context is to place it in a conventional situation: that is, in a situation which only takes account of those elements retained by the teacher implicitly or explicitly for the purposes of his model. Simulation is thus the use of the model through the teaching process. Conventional learning situations are artificial ones of different types: business games, case studies, T-groups, flight simulators, etc.

The use of models in teaching has progressed in two ways: firstly, instructors have acquired greater facility in constructing models out of new learning situations (e.g. T-groups); secondly, the actual contents of the subject matter to be taught, has provided material for constructing models.

The progress made in the use of models has encouraged and will continue to encourage effective simulation, which is itself the application of a model in a given learning situation. The instructor, for instance, is able to create, starting off from a model, a given learning situation as defined by precise parameters.

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By definition, a pedagogical situation, must be distinct from the real situation. It is therefore, not a question of minimising systematically the gap between the one and the other, but rather to take advantage of it fully. Determining this optimal gap is perhaps the basic action in all instruction. There is as yet no sure solution to this problem and perhaps it will never be solved completely satisfactorily.

There are 2 pitfalls in constructing models: over-simplification and excessive attention to detail. Economic models used in business games and applying excessively simple calculations have fallen into the former, while some programmed instruction courses have fallen into the latter.

The cost of constructing the models is high: it is usually estimated that one hour of actual programmed instruction requires some 100 hours of preparatory work.

The term "discrepancy" is used to describe the qualitative modification of the learning situation in relation to the real situation, e.g. as seen in case studies, business games, etc. Discrepancy, which aimsat deconditioning the individual and extending both his frame of reference and his field of experience, varies according to whether the objective is a return transfer (transfert-retour) or an initial transfer (transfert-introduction). The former implies a return to the learning situation from the real situation, with increased opportunities in relation to the original position (a situation of further training); the latter means an introduction starting off from the learning situation, to a real new situation with new opportunities in relation to the initial position (a situation of initial training). Indices of the degree of transfer can be noted in the following fields: the greater or lesser extent of automatic response of behaviour, motivating concepts, representation and attitudes.

There are various types of model

- The closed model, which is conceived as something complete in itself, without any omissions or unknown elements. It is likely to restrict the user to a static situation.
- The open model, which can be supplemented or modified. The instruction moves from known facts to a research approach, tends to substitute the latter for the former.
- The self-generating model which, from the basis of its initial facts tends to create, by cumulative integration of results, new situations which will in turn modify it.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50314	Migrant	-	-	13	United Kingdom 42

Author: LEPPARD, J.W., KAUFMAN, M.

Title: English for Asian immigrant workers

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 4, No. 9, Sept. 1972, p. 414-418.

Translation

Subject analysis

Article on an experimental course in functional English for immigrant workers: background; selection of trainees; course structure; assessment methods; follow-up.

Contents analysis

School-based English courses for immigrants are characterised by high dropout rates. Furthermore, such courses have little relation to real work needs. An experiment has therefore been carried out to find an effective way of teaching English to adult immigrant workers. The basic hypothesis of the experiment was that the only feasible place for teaching functional English to operatives was the workplace.

The experiment was initiated by the Rubber and Plastics Industry Training Board and carried out in a plastics firm employing some 350 people. Advice was sought from the Pathway Centre of Further Education, set up by the London Borough of Ealing. The Centre is primarily intended to help immigrant school-leavers to reach a higher standard of English before starting work.

The first step was a thorough investigation into the work of the assembly department which chiefly employed women workers and where the proportion of immigrants was increasing. Particular attention was given to the views of first-line supervisors. The course design was based on the experience of course tutors who were given on-the-job instruction within the department. The instruction they received was tape-recorded so that the vocabulary could be analysed. It was decided that a language course likely to benefit the company should aim to: reduce the level of supervision required for non-English workers; reduce the use of interpreters; improve the flexibility of the workforce through improving understanding of instruction on the job.

A course programme was designed with a duration of 60 hours, to be given in 1-hour sessions for a 12-week period. Instruction was given during the first working hour and reinforced during subsequent factory work.

The total sample comprised 33 Indian women. Asked identical questions to measure their understanding and ability to speak English, their tape-

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recorded replies showed many to be unable to respond to simple language situations typical of a factory environment. The supervisors also listed those with whom they had most difficulty in communicating — another method of determining language proficiency. The 12 poorest English speakers were selected to form a pilot group.

The course comprised 6 main sections, each lasting about 10 hours (2 weeks in one-hour sessions). These were: (1) building confidence, establishing teaching methods, remedial grammar, (2) standard language forms at work, simple social conversation; (3) response to more complicated situations; (4) the factory; (5) initiating communications; (6) extension and revision.

Emphasis was on participative oral work: listening and repeating after the tutor or from taped dialogues. Where possible the company's products were used as instructional material. At the end of each session trainees were given notes, with some explanatory words in Punjabi, to enable them to practise at home. Reinforcement of the instruction was considered highly important. Consequently, supervisors were encouraged to attend the classes and both they and the English operatives received a bulletin of the week's progress so that they could ask suitable questions during work.

Ten out of the 12 trainees made significant progress. Evaluation was from 3 sources: opinions of course tutors and supervisors, and measurable factors within the department.

The average over-all increase in earnings for trainees after the course rose by 7%. Those with the greatest increases were those judged, by both tutors and supervisors, to have made the biggest improvement in English. Work standards improved and were maintained. Although during the year following the course the labour turnover of the department as a whole was about 50%, for the group of trainees it was zero.

A one-day seminar has also been designed for supervisors. It includes such topics as: why the immigrants are here, where they come from, cultural background, etc. The course is difficult to evaluate in terms of improved job performance, but opinion is generally favourable. It has been proposed that the topics in the course should be included as optional subjects in the courses run by the National Examinations Board in Supervisory Studies (NEBSS).

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N L 207	–	–	–	13	France 44

Author:

Title:

Bibliographical references:

Décret n⁰ 72-1218 du 22 décembre 1972 relatif à la création, au fonctionnement et au contrôle des organismes privés dispensant un enseignement à distance

Journal Officiel de la République française, Paris, Vol. 104, No. 303, 20 Dec. 1972, p. 13758-13760.

Translation

Decree No. 72-1218 of 22 December 1972, concerning the establishment, operation and supervision of private bodies providing tuition by correspondence

Subject analysis

Decree on the establishment, operation and supervision of private bodies providing correspondence courses: contracts; conditions to be met by teaching staff and heads; supervision.

Contents analysis

[Act No. 71-556, concerning the establishment and operation of private bodies offering tuition by correspondence, and the advertising and canvassing done by educational establishments, was issued on 12 July 1972. The Act defined tuition by correspondence and prescribed the terms of pupils' contracts, the conditions for authorisation to teach, for inspection and the disciplinary control supervision of the district Council (Conseil académique). The Act also regulated advertising by correspondence schools and prohibited canvassing.]

A private school providing tuition by correspondence is one which provides such training as its main function or in connection with other instruction. No such establishment shall offer tuition before receiving from the Rector of the competent Academy an authorisation testifying his acceptance of the statutory declaration required of the school. This declaration shall contain: the name, address, status and domicile of the person making the declaration, a list of the management and teaching staff, the courses it intends to offer and in each case, the syllabus, a description of teaching methods, equipment and textbooks to be used, and the periods covered by the courses.

In accordance with the provisions of the Act of 12 July 1972, a contract must be concluded with each pupil, specifying the terms on which the instruction is offered; the contract must be accompanied by a prospectus giving the syllabus and stating the basic standard needed for entry, the standard which it should lead to and the duration of the course. The contract shall be transmitted to the pupil by registered post. If the contract is terminated for any unforeseen or unavoidable cause, the pupil shall be similarly notified. The charge for the tuition shall be proportionate to the time elapsed from the date of conclusion of the contract. Any materials provided shall be suitable and up to date, especially as regards scientific and technical materials.

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Any appointment in the service of a private body offering correspondence courses shall be subject to certain conditions. Teaching staff must: produce a statutory declaration of judicial record dated within the last 3 months, together with copies of degrees, diplomas and testimonials; the standard required shall not be less than that needed for appointment to a public establishment providing the same kind of course; in addition, the place of residence and employment record over the last 5 years shall be declared. The Rector of the Academy may require a written statement of engagement and advise the representative of the Ministry concerned if the subject of the course is not covered by the Ministry of Education.

A principal of a private correspondence school must submit proof of having 5 years' teaching experience. Special conditions shall apply in the case of persons who are not French nationals, in particular as to the equivalence of foreign degrees and diplomas produced, irrespective of whether the appointment is to administrative or teaching duties.

Supervision of private bodies offering correspondence courses shall be the responsibility of the Inspectors of the Ministry of Education or of the other Ministerial departments responsible for the type of study. In the case of higher education courses, inspection shall be carried out by teachers of the public institutions of higher education assisted, as need be, by other competent persons. Inspection shall cover syllabi, teaching methods and assistance, due performance of their duties by administrative and teaching staff, the proportion of teachers to pupils and any premises where the pupils assemble together. A body subsidised from public funds shall also have its bookkeeping checked.

In any case where comment is called for, the Rector shall notify the persons concerned. If disciplinary measures or prosecutions are involved, the Rector may inform the Ministry concerned with that course of study.

Any breach of the provisions of the Decree is punishable by imprisonment and a fine.

The Decree includes transitional arrangements for bodies in existence before the 12 July 1971 Act, and the arrangements for its coming into effect.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 51066	-	-	-	13	USSR 47

Author: **DUMČENKO, N.; GUTOROV, G.**

Title: Tehničeskij progress i gruppirovka professij

Bibliographical references: Professional'no-tehničeskoe Obrazovanie, Moskva, No. 11, Nov. 1972, p. 14-15.

Translation: Technical progress and the classification of occupations by groups

Subject analysis: Article on work being done to classify occupations in appropriate groups: examples; advantages of the scheme.

Contents analysis

The occupational research being done by the Institute for Research on Vocational Training has made it possible to group various occupations together wherever analysis has shown the presence of common factors in the training required for practising them. These typical factors which are common to several trades, can be used as a basis for drawing up broad-based training syllabi to cover the whole group. It is, in fact, increasingly recognised that identical or almost identical jobs are being performed in different branches of the economy and that they can be combined in a single trade classification. "Bulldozer operator", for example, is an occupation common to mining, the building industry and rural mechanisation. Basic training for it should therefore follow a common syllabus, leaving only the subsequent specialisation to be given according to partly differentiated syllabi.

The use of training syllabi based on the common factors in occupations of the same group has been found very practical in the vocational schools. The enterprises collaborating with these schools usually do not announce their exact needs for workers in a given speciality until the trainees are in their last year, in fact when they are just about to finish their training. It is obviously an advantage, therefore, for the school training syllabus to cover the skills common to all the trades in a particular group, and for specialisation training to be given only once the needs of the collaborating undertaking are definitely known.

It is also evident that new occupations are constantly coming into being, and it would be difficult, if not impossible, to work out separate training courses for each one of them. New trades should preferably be fitted into occupational groups already in existence. The basic training syllabus, which must cover all occupations in the group, should therefore be drawn up in such a way that it will remain unchanged over a fairly lengthy period, and the specialisation training for the different trades could then be subject to more frequent adaptations and revisions.

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Appropriate grouping of skilled trades is a necessity for the standardisation of training syllabi. The vocational schools at present cater for 1,200 trades, and the vocational secondary schools for more than 500.

The Institute for Research in Vocational Training has worked out 5 basic occupational descriptions for workers' occupations, each directly dependent on training in one or more specific general subjects or on certain common factors: (1) chemistry and metallurgy; (2) radio and electrotechnics; (3) machine operation; (4) metalworking, general mechanics and assembly; (5) biology and agriculture. For each, the teaching of the general subjects, while in principle the same, should be so planned as to emphasise and deepen study in the key subject(s) of the occupational description (chemistry in the case of the first, physics (with main emphasis on electricity) and some aspects of mathematics in the second, etc.).

The Institute's sole purpose in this regrouping exercise has been to improve the training syllabi. It is not intended to influence in any way the nomenclature or job-content of the occupations listed in the "Manual of qualifications and wage rates for workers' occupations" (Ediniyj tarifno-kvalifikacionnyj spravočnik rabot i professij rabočih).

In referring to this abstract please quote N° B 49771	Trainee -	Sector -	ISCO -	CIRF 14	Country United Kingdom 42

Author: OATEY, M. J.

Title: Effectiveness and costs of instructional media

Bibliographical references: Staines, Mddx., Air Transport and Travel Industry Training Board, 1972, 58 p.

Translation

Subject analysis

Report on an approach to media selection: media and the effectiveness of instruction; media characteristics; costs and cost effectiveness; cost analyses; exercises illustrating the cost analyses described; need to test and develop media; cost tables, bibliography.

Contents analysis

This report is based on research supported by British European Airways and the Air Transport and Travel Industry Training Board over the period 1968 to 1971. It describes an approach to media selection for vocational training, with particular reference to cost-effectiveness of instructional media.

Effectiveness in instruction is defined in terms of the achievement of given objectives, e.g. prescribed level of performance on a terminal test, required behaviour on the job after instruction.

Cost-effectiveness relates to the minimum cost that is capable of achieving the given instructional objectives and is always related to a defined instructional situation.

Media are the physical source of stimuli presented to the learners and include the instructor as well as videotape, film, paper, the blackboard, etc. Methods determine the stimuli presented to the learners (by media) and responses and activities of learners. A list of method "factors" can be drawn up and used as a basis for making decisions on methods, e.g. whole or part learning, use of pictorial and verbal stimuli, participation, simulation, testing, course length. It is methods rather than media which determine the effectiveness of instruction. It is therefore essential that decisions on methods should be clearly separated from decisions on media. Only if this is done will it be possible to avoid the danger of the media rather than the instructional objectives dictating methods.

For any given instructional objective there will often be several equivalent media combinations that can achieve it. Where there is such a choice, the media combination involving the least cost should be selected.

Costs result from the processes of production and presentation and can be placed in the following categories: master costs (M), duplicate costs (D) and presentation costs (P), each of which can be divided into fixed (f) and

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variable (v) cost components. Costs will cover such items as equipment, maintenance, instructor training, materials, labour, transportation, rental, etc.

The relative costs of equivalent media in any situation will depend on the amount and type of instructional content that needs to be produced, and how often that content can be expressed in terms of the "number of instructional segments" (s), and the frequency of repetition in terms of the "number of presentations" (p).

Thus to take a simple example:

If s is the number of segments in a project, and M_f is the fixed master cost incurred by the project, then total master costs M are: $M = M_f + sM_v$ and if P_f is the fixed presentation cost resulting from the project, then total presentation costs P are:

$$P = P_f + spP_v$$

thus total project costs are: $M_f + P_f + sM_v + spP_v$

Such formulae can be shown graphically and can be used to work out costs for different media combinations, thus providing a basis for final selection.

Having selected the media combination involving the least cost, the next step is to carry out practical tests in a learning situation. At this stage the possibility of substituting other media should still be considered. Such tests can also be used to check cost estimates, check on the practicability of alternative media combinations, evaluate effectiveness, and evaluate learner and instructor attitudes.

In referring to this abstract please quote N° B 51346	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	15	Germany (Fed. Rep.) 430.2

Author: Institut für Arbeitsmarkt- und Berufsforschung (IAB)

Title: Forschungsdokumentation zur Arbeitsmarkt- und Berufsforschung
Sonderband: Abgeschlossene Forschungsvorhaben 1970-1971

Bibliographical references: Erlangen, Bundesanstalt für Arbeit, 1972, 1129 p.

Translation

Documentation on employment market and occupational research.
Special volume: research completed 1970-1971

Subject analysis

Annotated bibliography of research projects in the field of employment and occupations completed in 1970-1971: statistics, economics, social policy, education and training, sociology, medicine; data by region, economic sector, occupation, pupils and trainees, groups of society.

Contents analysis

Since 1968 the Institute for Research into the Employment Market and Occupations of the Federal Employment Institution (Institut für Arbeitsmarkt- und Berufsforschung der Bundesanstalt für Arbeit) has been systematically collecting information on research being done in the fields within its competence. In 1970 the Institute published a bibliography of such research which gave a general view of not only completed projects but also those in progress and planned in the Federal Republic of Germany, together with some projects being carried out in Austria and Switzerland [cf. abstract No. 15/B 41708, Vol. 10]. Since that date 5 other bibliographies have been issued to supplement the first volume.

By 1971, when the third volume of the bibliographies was published, the number of completed research projects had grown to such an extent that they constituted 40% of the volume. This factor, coupled with the long delays between completion of a research project and publication of the relevant reports, led the Institute to bring out a new bibliography containing only information on completed projects. It is planned to bring out a new edition annually.

The volume reports on 905 projects terminated during 1970-71 with, in some instances, an overlap so as to permit inclusion of projects terminated earlier and some concluded in 1972.

As with the earlier volumes, the bibliography is divided into 2 parts.

Part 1 contains descriptions of research projects classified under 14 main headings (statistics, economics, social policy, education and training, sociology, medicine, national and regional data, economic sector, general occupational skills and knowledge, specific occupations, institutional questions relating to education and training, vocational guidance, pupils and other persons undergoing training, problems relating to specific social groups), and some 360 sub-headings. Each research project is described according to a coded list of 22 items

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including, for instance, the names and addresses of the institutes or persons responsible for the research, the title of the project, its financing, a key-word description of the projects, the research method used, the document basis and reports published.

Part 2 of the bibliography contains alphabetical lists of the institutions responsible for research projects, the research workers and the directors of research projects; lists of the places where the research projects are being carried out, of the persons or bodies that commissioned the project, of the key-words or descriptors, etc.

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List of periodical publications abstracted (3rd despatch 1973)
Liste des publications périodiques résumées (3e envoi 1973)

Bulletin (Luxembourg)
Association internationale d'orientation scolaire et professionnelle
86, avenue 10 Septembre
Irreg.

Bulletin du Bureau régional de l'Unesco pour l'éducation
en Asie (Bangkok)
Bureau régional de l'Unesco pour l'éducation en Asie
Darakarn Building, P.O. Box 1425

Les Carnets de l'Enfance (92522 Neuilly-sur-Seine)
Fonds des Nations Unies pour l'Enfance
20, rue Pauline-Borghèse
4 nos p.a. FF 20

Chefs - Revue suisse du management (1201 Genève 11)
Association d'Organisation scientifique du Travail
14, rue de l'Ancien-Port
12 nos p.a. FS 30

Die Deutsche Berufs- und Fachschule
Franz Steiner Verlag GMBH
39 Bahnhofstrasse
12 nos p.a. DM 4.60 per copy/par ex.

L'Education (75270 - Paris Cedex 06)
SEVPEN
13, rue du Four
52 nos p.a. FF 40

Entwicklung und Zusammenarbeit (53 Bonn)
Deutsche Stiftung für Entwicklungsländer
Simrockstr. 1
12 nos p.a.

Erziehung und Unterricht (1010 Wien)
Österreichischer Bundesverlag
5 Schwarzenbergstrasse
12 nos p.a. Sch. 140

Hommes et Techniques (92807 - Puteaux)
91, rue Jean-Jaurès
12 nos p.a. FF 150

Publications CIRF. Bureau international du Travail. CH-1211 Genève 22. Suisse

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Industrial and Commercial Training (Guilsborough, Northampton)
John Wellens Limited
12 nos p.a. £ 5

Informations SIDA (59 Lille)
Service d'information et de documentation de l'apprentissage et
de la formation professionnelle
1, place de l'Arsenal
12 nos p.a. FF 150

International Labour Review - Revue internationale du Travail
(1211 Genève 22)
International Labour Office - Bureau international du Travail
12 nos p.a. US$ 7.50

Jednotná Škola (Bratislava)
Slovenské pedagogické nakladatel'stvo
Sasinkova 5
10 nos p.a. Kčs 50

The Malawi Government Gazette (Zomba)
Government Printer
Irreg. Kl. 12.60

Monitor Polski (Warszawa)
Urząd Rady Ministrów Biuro Prawne
1-3 Ujazdowskie Al.
Irreg. Zł 0.80 per copy/par ex.

Nowa szkoła (Warszawa)
Wydawnictwo Ministerstwa Oświaty i Szkolnictwa Wyzsego
ul. Chocimska 28
12 nos p.a. Zł 12

Oświata Dorosłych (Warszawa)
Ministerstwo Oświaty i Wychowania
ul. Grażyny 15, pok, 236
12 nos p.a. Zł 40

Praca i Zabezpieczenie Społeczne (Warszawa)
Panstwowe Wydawnictwo Ekonomiczne
Niecała 4A
12 nos p.a. Zł 120

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Quindicinale di Note e Commenti (00186 Roma)
Centro Studi Investimenti sociali
251, Corso Vittorio Emanuele
24 nos p.a. Lit. 15.000

Réadaptation (75 - Paris 7e)
Centre national d'information pour la réadaptation
10, rue de Sèvres
12 nos p.a. FF 40

Rehabilitation Literature (Chicago, Ill. 60612)
National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Ave.,
12 nos p.a. US$ 6

The Republic of Zambia Government Gazette (Lusaka)
Government Printer
P.O. Box 136
Irreg. 5 n. per copy/par ex.

Schweizerische Blätter für Gewerbeunterricht -
Revue suisse de l'enseignement professionnel (5415 Nussbaumen)
Schweizerischer Verband für Gewerbeunterricht -
Union suisse pour l'enseignement professionnel
c/o Walter Wälti, Kornweg 4
12 nos p.a. FS 24

Sovetskaja Pedagogika (Moskva V-95)
Akademija Pedagogičeskih Nauk RSFSR
58 B Poljanka
12 nos p.a. Roub. 0.60 per copy/par ex.

Szkoła zawodowa (Warszawa)
Miesięcznik Zwiazku Nauczycielstwa Polskiego
ul. Spasowskiego 6-8
12 nos p.a. Zł. 72

Učitel'skaja gazeta (Moskva 103635)
Ministerstvo Prosveščenija SSSR
Proezd Sapunova 13/15
3 times a week/ 3 fois par semaine roub. 0.03 per copy/par ex.

Voprosy psihologii (Moskva K-9)
Akademija Pedagogičeskih Nauk SSSR
Izdatel'stvo "Pedagogika"
Prospekt Marksa 20, Korp. V.
6 nos p.a. Roubl. 1 per copy/par ex.

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List of periodical publications abstracted, 2nd despatch 1973
Liste des publications périodiques résumées, 2e envoi 1973

Berufliche Bildung (Düsseldorf)
Bundesvorstand des Deutschen Gewerkschaftsbundes
Hans-Böckler-Haus
12 nos p.a.

Die Deutsche Berufs- und Fachschule (Wiesbaden)
Franz Steiner Verlag GMBH
39 Bahnhofstrasse
12 nos p.a. DM 4.60 per copy/par ex.

Dziennik Ustaw Polskiej Rzeczypospolitej Ludowej (Warszawa 34)
Urząd Rady Ministrów
ul. Powsińska 69/71
Irreg. Zł 100

Entwicklung und Zusammenarbeit (53 Bonn)
Deutsche Stiftung für Entwicklungsländer
Simrockstr. 1
12 nos p.a.

Głos Nauczycielski (Warszawa)
Związek Nauczycielstwa Polskiego
Ul. Spasowskiego 6/8
52 nos p.a. Zł 0.80 per copy/par ex.

Journal Officiel de la République centrafricaine (Bangui)
Service du Journal Officiel
Boîte postale 739
24 nos p.a. F.CFA 6.500

Journal Officiel de la République française (75 - Paris 15e)
Gouvernement français
26, rue Desaix
Irreg. FF 65

Journal Officiel de la République du Sénégal (Rufisque)
Imprimerie nationale
52 nos p.a. F. CFA 3.000

Professional'no-tehničeskoe obrazovanie (Moskva)
Gosudarstvennyj Komitet Soveta Ministrov SSSR po professional'no-tehničeskomu obrazovaniju
Murmanskij proezd 8
12 nos p.a. Roub. 0.30 per copy/par ex.

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Publications CIRF, Bureau international du Travail, CH-1211 Genève 22, Suisse

Revista de Ciencias Sociales (Rio Piedras, Puerto Rico 00931)
Universidad de Puerto Rico
4 nos p.a. US$ 2

Socialističeskij Trud (Moskva K-12)
Gosudarstvennyj Komitet Soveta Ministrov SSSR po Voprosam
Truda i Zarabotnoj Platy
1 Pl. Kujbyševa
12 nos p.a. Roub. 0.50 per copy/par ex.

Szkoła zawodowa (Warszawa)
Miesięcznik Zwiazku Nauczycielstwa Polskiego
ul. Spasowskiego 6-8
12 nos p.a. Zł 72

Training in Business and Industry (New York , N.Y. 10023)
Gellert Publishing Corp.
33 West 60th Street
12 nos p.a. US$ 10

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List of periodical publications abstracted, 1st despatch 1973
Liste des publications périodiques résumées, 1er envoi 1973

L'Actualité économique (Montréal 250, Québec)
Ecole des Hautes-Etudes commerciales
5255, avenue Decelles
4 nos p.a. Can. $ 8

The Australian Quarterly (Sydney 2000)
The Australian Institute of Political Science
Hosking House, Penfold Place
4 nos p.a. Aus. $ 3.50

Berufsbildung (108 Berlin-Ost)
Volk und Wissen Volkseigner Verlag
54 A, Lindenstrasse
12 nos p.a. MDN 1.40 per copy/par ex.

Canadian Vocational Journal (Ottawa 4)
Canadian Vocational Association
Suite 608, 251 Bank St.
5 nos p.a. Can. $ 3

Diario de Centro América (Guatemala)
9a, avenida 11-34, Zona 1
Irreg.

Diario Oficial, Seção I - Parte I (Brasilia)
Departamento de Imprensa Nacional
Irreg. Cr. $ 45

Education permanente (75-Paris 16e)
Institut national pour la formation des adultes
51, bld de Montmorency
4 nos p.a. FF 25

Głos Nauczycielski (Warszawa)
Związek Nauczycielstwa Polskiego
Ul. Spasowskiego 6/8
52 nos p.a. Zł. 0.80 per copy/par ex.

Industrial and Commercial Training (Guilsborough, Northampton)
John Wellens Ltd
12 nos p.a. £ 5

L'Economie libanaise et arabe (Beyrouth)
Chambre de Commerce et d'Industrie de Beyrouth
Rue Allenby, Immeuble Ayass
B.P. 1801
24 nos p.a.

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Notiziario della Confederazione Generale dell'Industria Italiana (Roma)
Confederazione Generale dell'Industria Italiana
Piazza Venezia 11
26 nos p.a. Lit. 15.000

Personnel Management (London S.E. 1)
Business Publications Ltd.
Mercury House , Waterloo Road
12 nos p.a. £ 5

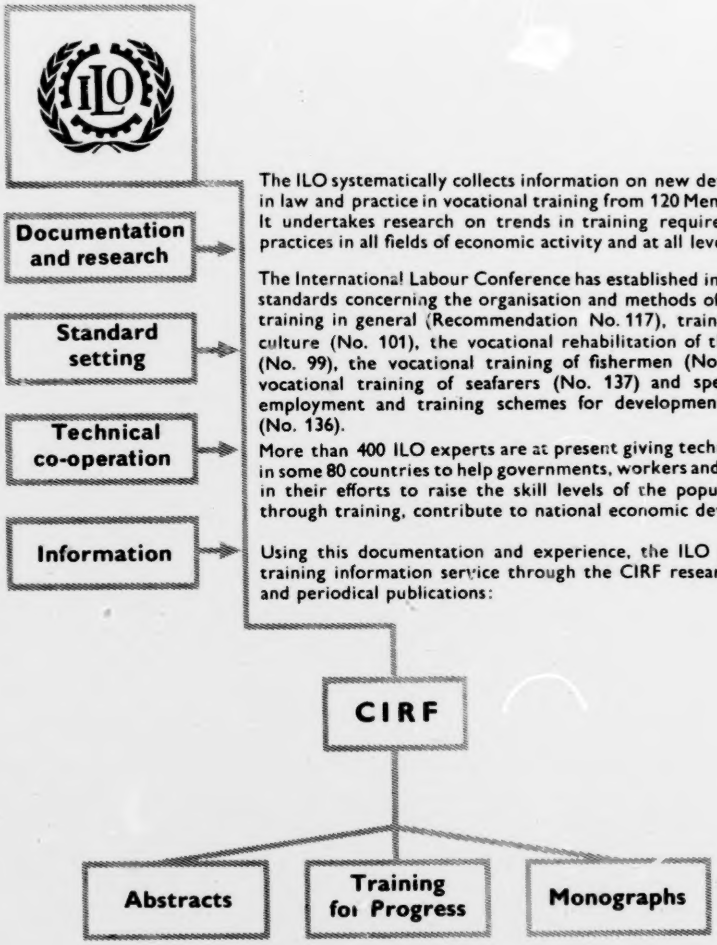
Sovetskaja Pedagogika (Moskva, V-95)
Akademija Pedagogič[illegible]h Nauk RSFSR
58 B Poljanka
12 nos p.a. Roub. 0.60 per coyp/par ex.

Szakmunkásnevelés (Budapest V)
Munkaügyi Minisztérium Szakoktatási Főosztályának Folyóirata
15 Szabadság-tér
12 nos p.a. Fl. 24

Szkoła zawodowa (Warszawa)
Miesięcznik Zwiazku Nauczycielstwa Polskiego
ul. Spasowskiego 6-8
12 nos p.a. Zł. 72

Życie szkoły wyższej (Warszawa)
Państwowe Wydawnictwo Naukowe
Miodowa 10
12 nos p.a. Zł. 20

ILO functions in vocational training


Documentation and research
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CIRF
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Training for Progress
Monographs

The ILO systematically collects information on new developments in law and practice in vocational training from 120 Member States. It undertakes research on trends in training requirements and practices in all fields of economic activity and at all levels of work.

The International Labour Conference has established international standards concerning the organisation and methods of vocational training in general (Recommendation No. 117), training in agriculture (No. 101), the vocational rehabilitation of the disabled (No. 99), the vocational training of fishermen (No. 126), the vocational training of seafarers (No. 137) and special youth employment and training schemes for development purposes (No. 136).

More than 400 ILO experts are at present giving technical advice in some 80 countries to help governments, workers and employers in their efforts to raise the skill levels of the population and, through training, contribute to national economic development.

Using this documentation and experience, the ILO provides a training information service through the CIRF research reports and periodical publications: